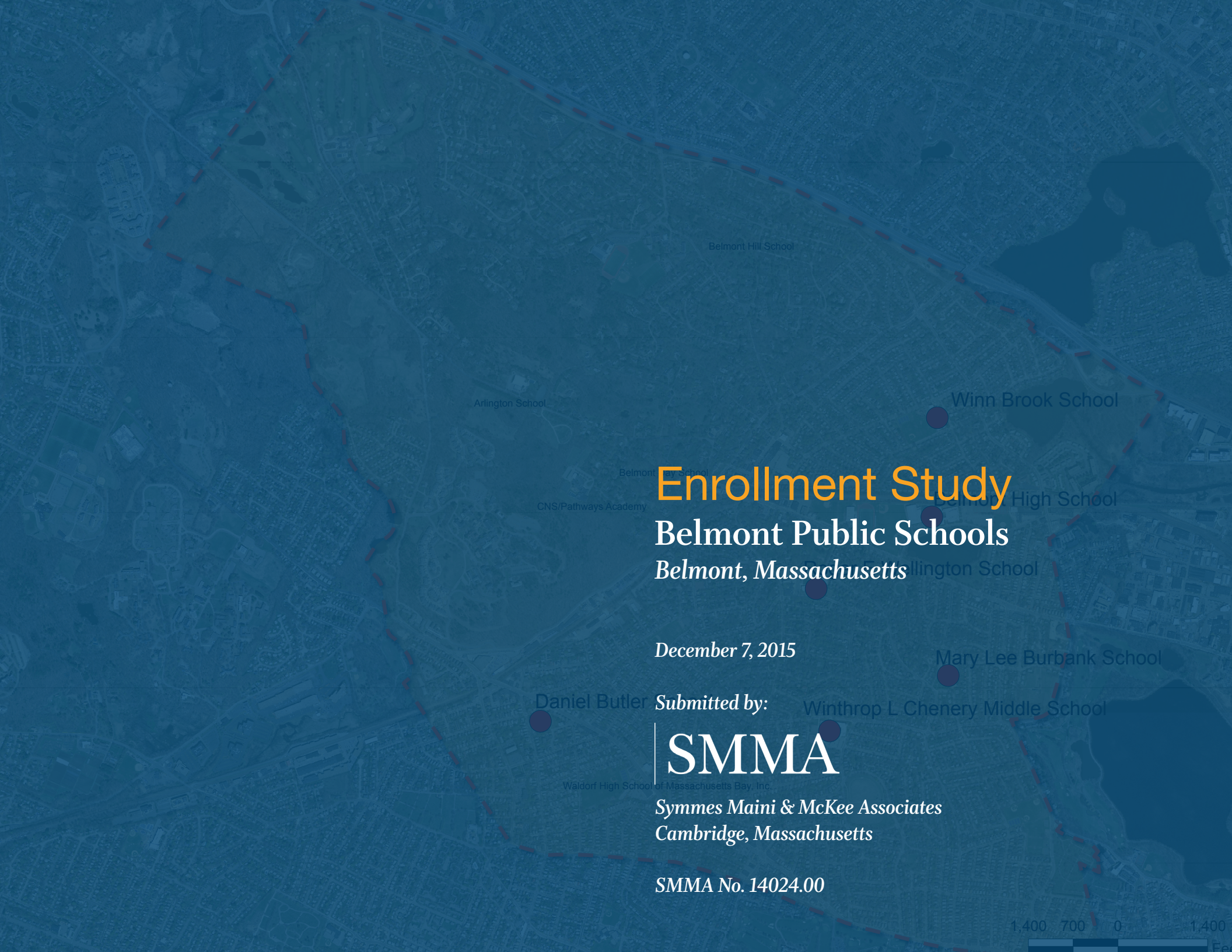

Enrollment Study

Belmont Public Schools

Belmont, Massachusetts

December 7, 2015

Submitted by:

SMMA

Symmes Maini & McKee Associates
Cambridge, Massachusetts

SMMA No. 14024.00

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OPTIONS FOR ELEMENTARY SCHOOLS

Introduction

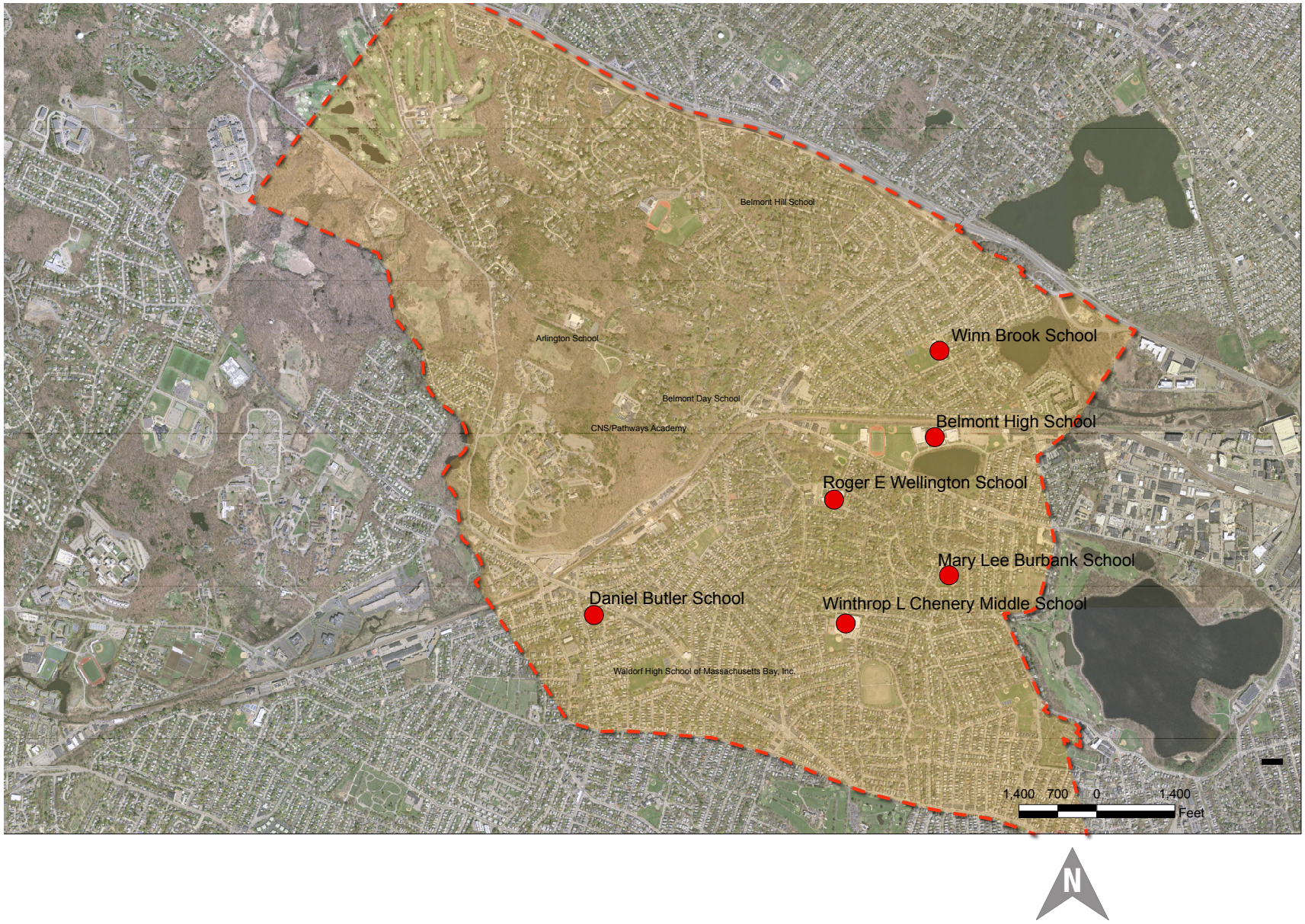
In 2014, SMMA was hired by the Town of Belmont to conduct an enrollment and physical space analysis of the Belmont Public School facilities. In the face of stable to potentially increasing enrollments in an already oversubscribed and popular school system, it was critical to understand the impact of enrollments on the physical limitations and educational programs at each school building as well as each grade structure. Belmont is a small suburban school district of less than 4,500 students close to Boston and Cambridge making it a popular choice for affluent and educated parents seeking a highly regarded school system for their children. The district has a traditional elementary, middle and high school grade configuration with one deviation; the fifth grade is located at the Chenery Middle School. Historically this was due to the lack of space at the smaller elementary neighborhood schools the Burbank, Butler, Winn Brook and new Wellington schools. Enrollment data for the study was extrapolated from the district's annual NESDEC reports and actual year over year October data from 2014/15.

The Town of Belmont has submitted Statement of Interests (SOI) for the last four years to the Massachusetts School Building Authority (MSBA) seeking support for the funding of a feasibility study specific to the Belmont High School. BHS is an older structure from the 1970's facing challenging enrollment pressures as well as aging systems and an educational physical organization model designed to support last century's pedagogy.

Pre-K or Early Education Programs

Districts pressed for space sometimes elect to combine Pre-K and Kindergarten programs into Early Education Centers to consolidate age specific resources and resource materials. This allows for the expansion of the elementary schools without building additions at each individual school. In Belmont, open space for new construction is at a premium and constructing a stand-alone early education center will still require upgrades at the individual elementary schools while long term, the older schools will eventually still require full renovations as systems continue their demise. A stand-alone early education center also creates an additional transition for young students.

BELMONT PUBLIC SCHOOLS - DISTRICT MAP



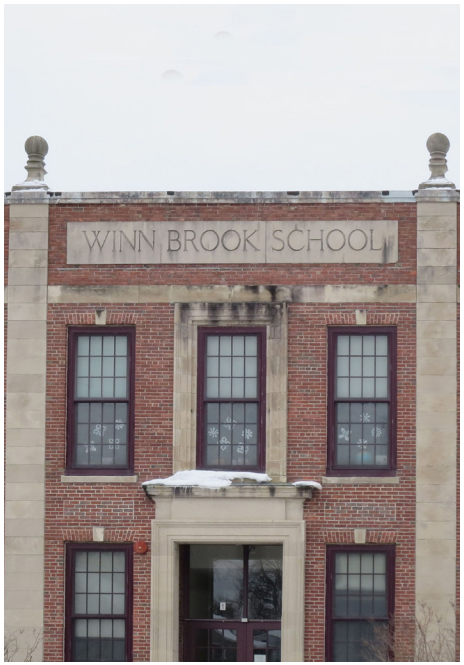
ENROLLMENT DATA

The four elementary schools are currently operating at over 100% capacity. The Wellington School is newly built within the last five years and also houses the district's Pre-K program. The school is a traditionally organized double loaded corridor facility, some compromises were made during the design of the school on community use/core spaces including the gymnasium, cafeteria and library sizes making expansion of this facility a challenge. The two older schools, the Butler and Burbank, are traditional early 20th Century buildings, well-built and integral to their neighborhoods, both schools require significant modernizations in the coming years to systems and spaces. Additions will also trigger code mandated upgrades for accessibility, energy, and seismic deficiencies. Appropriate classroom, specialty and special needs spaces can be considered at the time of feasibility study should the district choose this course of action.

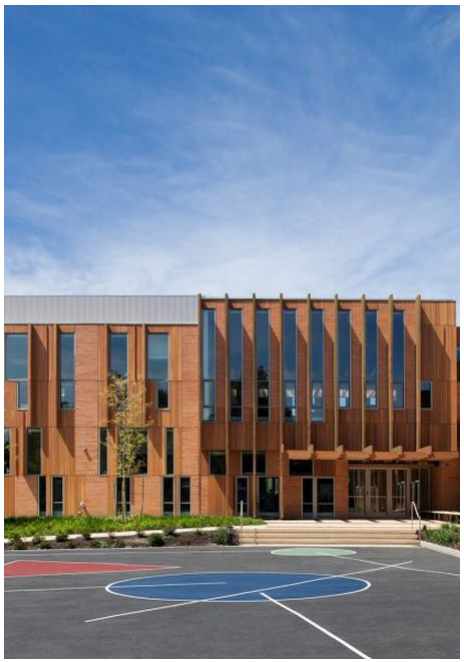
The Winn Brook school is a newer school located adjacent to a public park limiting its expansion potential, the Winn Brook formerly held the Pre-K program which was moved to allow for SPED and general education expansion at the school, the one story wing currently housing the cafeteria and former Pre-K is a potential area for redesign and expansion should the town continue to experience population growth.

Mary Lee Burbank Elementary

Daniel Butler Elementary



Winn Brook Elementary



Roger E. Wellington Elementary

ENROLLMENT DATA

Belmont Public Elementary Schools - Current Capacity

		2014 - 2015 Enrollments (10/01/14)	# of Sections (K)	# of Sections (1-4)	# of Pre-K Classrooms	Kindergarten Classrooms	Grades 1-4 Gen. Ed. Classrooms	Total Classrooms K-4	Current Average Capacity (K-4)	Capacity @ 18 per Class Kindergarten	Capacity @ 23 per Class Grades 1-4	Total @ School Policy
*	**Burbank**	351	3	12	0	3	12	15	24	54	276	330
	LABBB	0										
*	**Butler**	342	3	12	0	3	12	15	23	54	276	330
	LABBB	13										
	Wellington	*542*	*5*	*19*	*4*	*5*	*19*	24	23	90	437	*527*
	LABBB	11										
*	**Winn Brook**	465	4	16	0	4	16	20	24	72	368	440
	LABBB	0										
	Total	1700				15	59	270		270	1357	1627
	*Classroom counts exclude dedicated ELL and SPED classrooms and specialized classrooms (Science, Band, Chorus, Chapter 74 spaces											
	*Total Population does not include Pre-K Enrollment											

NESDEC

Enrollment Projections by Grade - Elementary

	Year	PK	K	1	2	3	4	Totals (without PK)
	2013-14	68	337	331	351	316	350	1677
Today	2014-15	69	325	345	337	354	316	1705
	Actual	67	*356*	*342*	*334*	*347*	*326*	
							Difference	28
Next Five Years	2015-16	70	**339**	332	351	340	353	1715
	2016-17	71	334	**347**	338	354	340	1713
	2017-18	72	**339**	342	**353**	341	353	1728
	2018-19	73	338	**347**	348	**356**	340	1729
	2019-20	74	336	346	**353**	351	**355**	**1741**
							Max Increase	36
Following Four Years	2020-21	75	**337**	343	**352**	**356**	350	1738
	2021-22	76	**337**	**345**	349	355	**355**	**1741**
	2022-23	77	**337**	**345**	351	352	354	1739
	2023-24	78	**337**	**345**	351	354	351	1738
							Max Increase	0

Enrollment Working Group (EWG)

Enrollment Projections by Grade - Elementary

	Year	PK	K	1	2	3	4	Totals (without PK)
	2013-14	68	337	331	351	316	350	1677
Today	2014-15	69	325	345	337	354	316	1705
	Actual	67	***356***	***342***	***334***	***347***	***326***	
							Difference	28
Next Five Years	2015-16	70	356	363	352	342	353	1766
	2016-17	71	356	364	369	355	342	1786
	2017-18	72	356	364	370	371	355	1816
	2018-19	73	356	364	370	373	371	1834
	2019-20	74	356	364	370	373	373	**1836**
							Max Increase	131

ENROLLMENT DATA

Overview

Currently, if the district were to operate with the preferred class size of 23 students per class, they are short one section for Kindergarten and one section for grades 1-4.

In five years, the district will need an additional 4 sections for grades 1-4 on top of what they currently have, while Kindergarten holds steady.

If kindergarten sections were 18 students instead of 23, the requirements will be greater as shown in the table to the right.

School Policy Capacity Requirements				
	2014-2015	Kindegarten		Grades 1-4
Number Of Existing Sections		15		60
	2014 - 2015 Enrollments	Sections @23 Students per Class (K)	Sections @ 18 Students per Class (K)	Sections @ 23 Students per Class (1-4)
Kindergarten	354	16	20	-
First	341	-	-	15
Second	332	-	-	15
Third	347	-	-	16
Fourth	326	-	-	15
Total	1700	**16**	**20**	**61**
Five Years Out				
	2019 - 2020 Projected Enrollments	Sections @23 Students per Class (K)	Sections @ 18 Students per Class	Sections @ 23 Students per Class
Kindergarten	336	15	19	-
First	346	-	-	16
Second	353	-	-	16
Third	351	-	-	16
Fourth	355	-	-	16
Total	1741	**15**	**19**	**64**
Nine Years Out				
	2023 - 2024 Projected Enrollments	Sections @23 Students per Class (K)	Sections @ 18 Students per Class	Sections @ 23 Students per Class
Kindergarten	337	15	19	-
First	345	-	-	15
Second	351	-	-	16
Third	354	-	-	16
Fourth	351	-	-	16
Total	1738	**15**	**19**	**63**

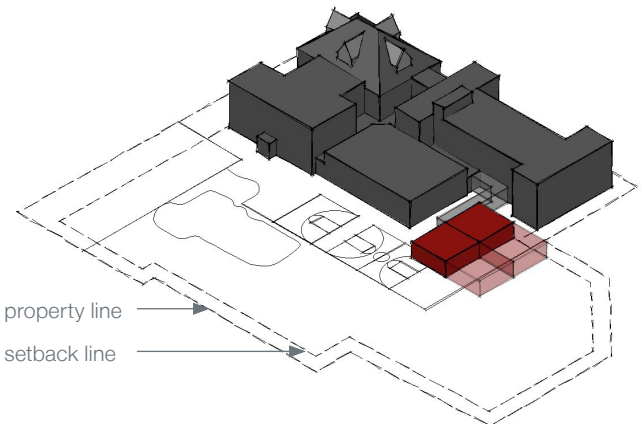
Note: Projected enrollments are taken from the NESDEC report dated 12/5/2013.

OPTION 1: MODULARS AT BURBANK AND BUTLER

Butler Elementary with two modular classrooms and connector.

MSBA Facility Ranking:
Condition: 2
Environment: 1

Note: Rankings are 1 (good) to 4 (poor) and are not comprehensive due diligence assessments and generally do not reflect systems, accessibility or modern educational criteria.



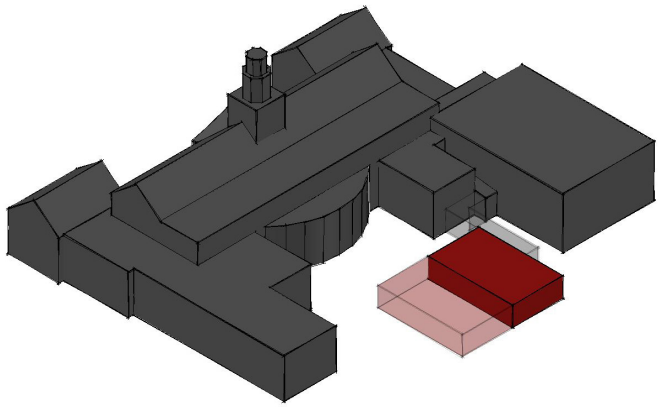
OPTION 1: MODULARS AT BURBANK AND BUTLER

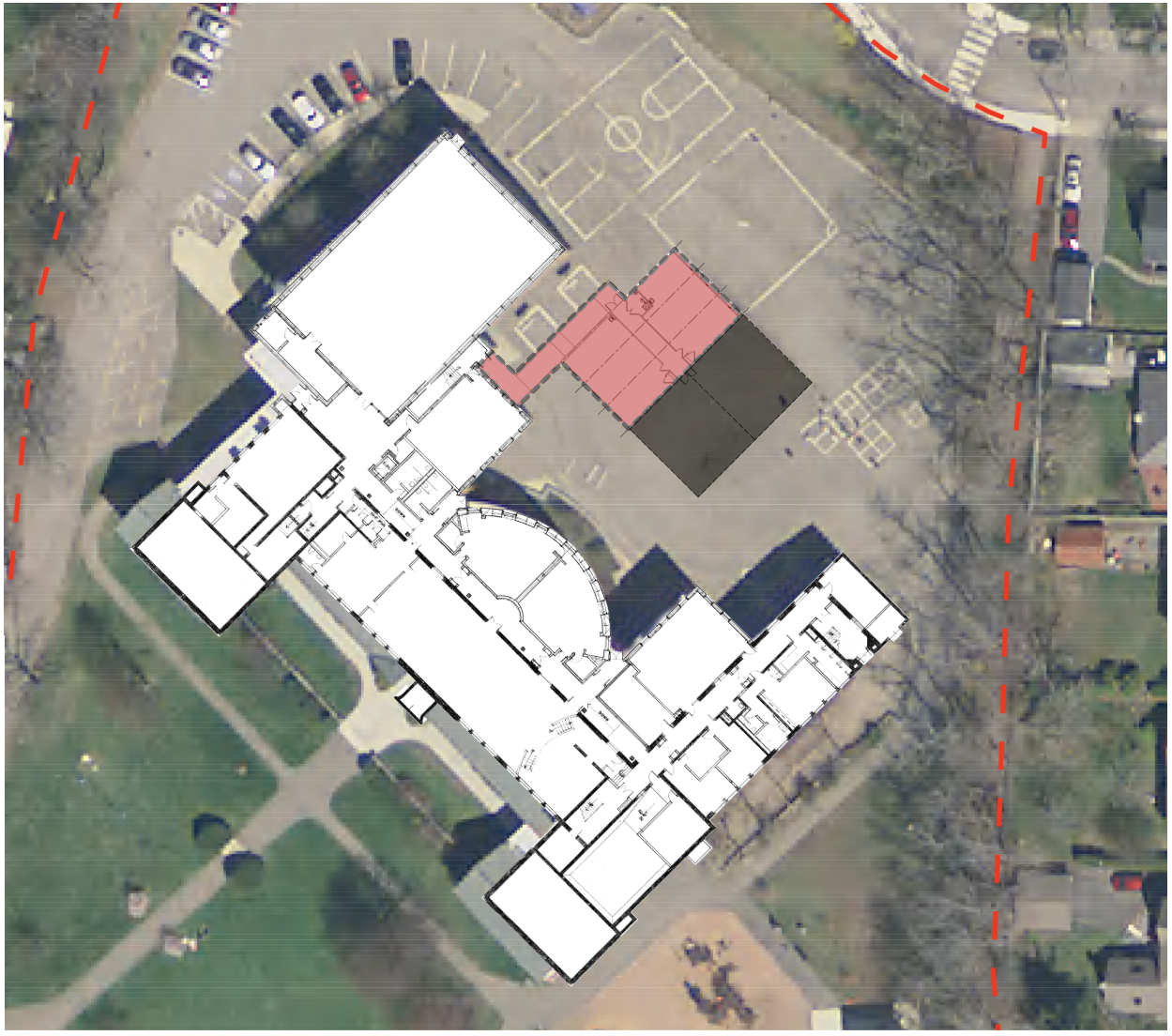
Burbank Elementary with two modular classrooms and connector.

MSBA Facility Ranking:

Condition:	1
Environment:	1

Note: Rankings are 1 (good) to 4 (poor) and are not comprehensive due diligence assessments and generally do not reflect systems, accessibility or modern educational criteria.





OPTION 1: PROS AND CONS

Add modular classrooms at Butler and Burbank (2 to 6 units - based upon 5 and 10 year needs)

Pros:

- Meets short term needs
- Least initial cost

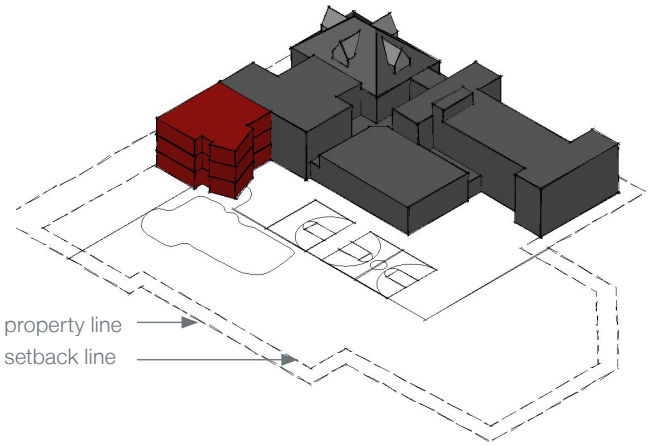
Cons:

- Long term concerns remain
- Verify utility impacts and requirements
- 5 to 10 year recommended life span
- Does not address existing building's physical needs
- Impacts site amenities
- Additional students impact building's core (verify educational impacts)

OPTION 2: ADDITIONS AT BURBANK AND BUTLER

Butler Additions Include:

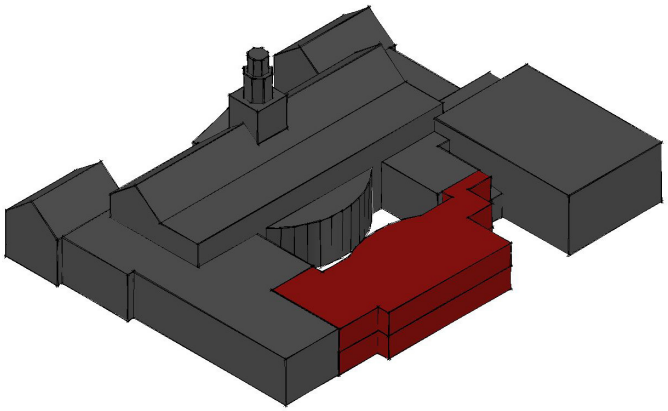
1st Floor	Two Classrooms =	4,600 SF
2nd Floor	Two Classrooms =	4,600 SF
3rd Floor	Two Classrooms =	4,600 SF
Total	**Six Classrooms =**	**13,800 SF**

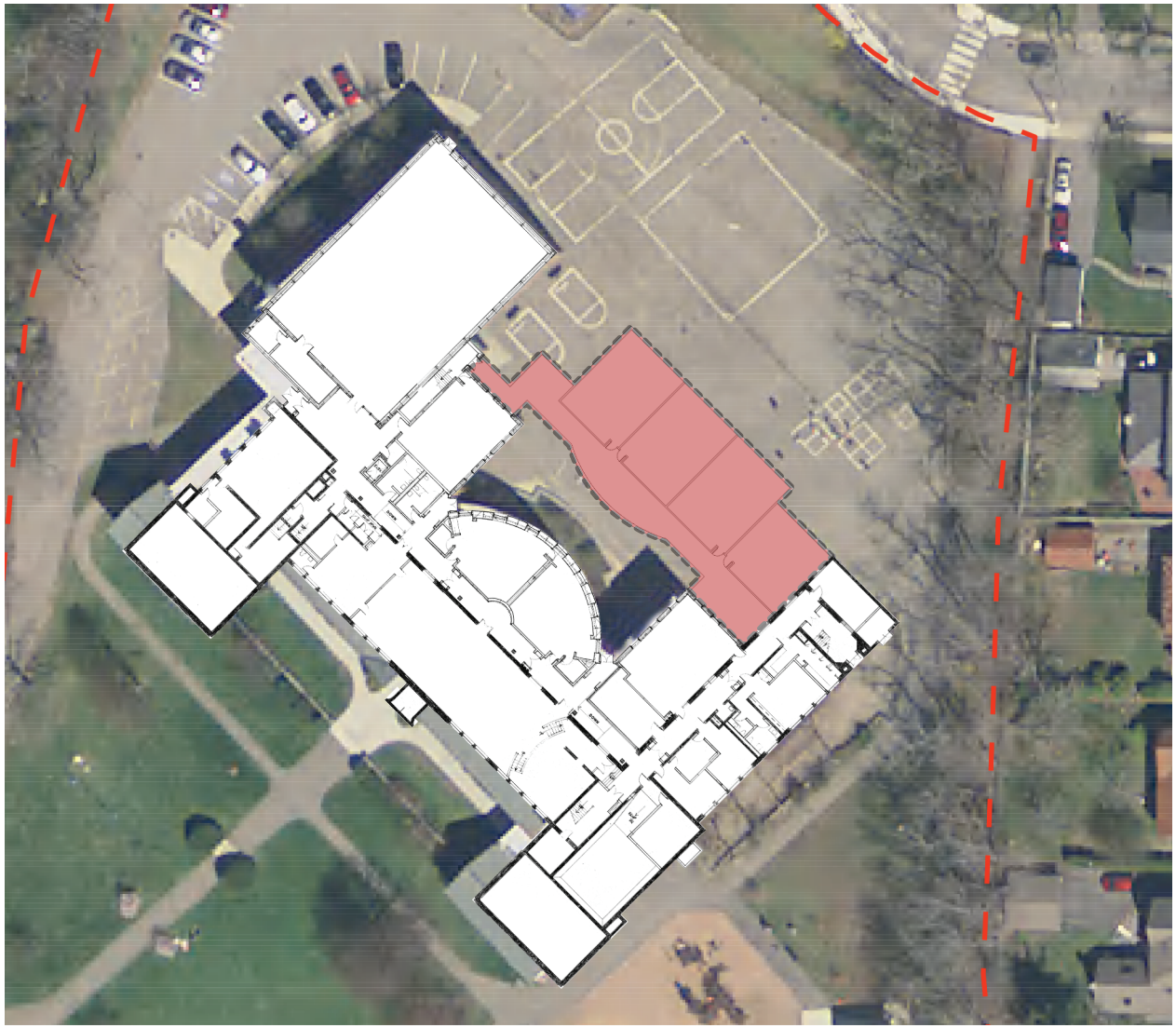


OPTION 2: ADDITIONS AT BURBANK AND BUTLER

Burbank Additions Include:

1st Floor	Four Classrooms =	6,200 SF
2nd Floor	Four Classrooms =	6,200 SF
Total	**Six Classrooms**	
	(+ 2 SPED/Specialist) =	**12,400 SF**





OPTION 2: PROS AND CONS

Build New Additions at the Butler and Burbank School

Pros:

- Creates equitable sections per each grade level for better program alignment and efficiency
- Upgrades older facilities to modern standards
- Maintains neighborhood character of schools
- Long term solution
- Could package together due to survey space needs

Cons:

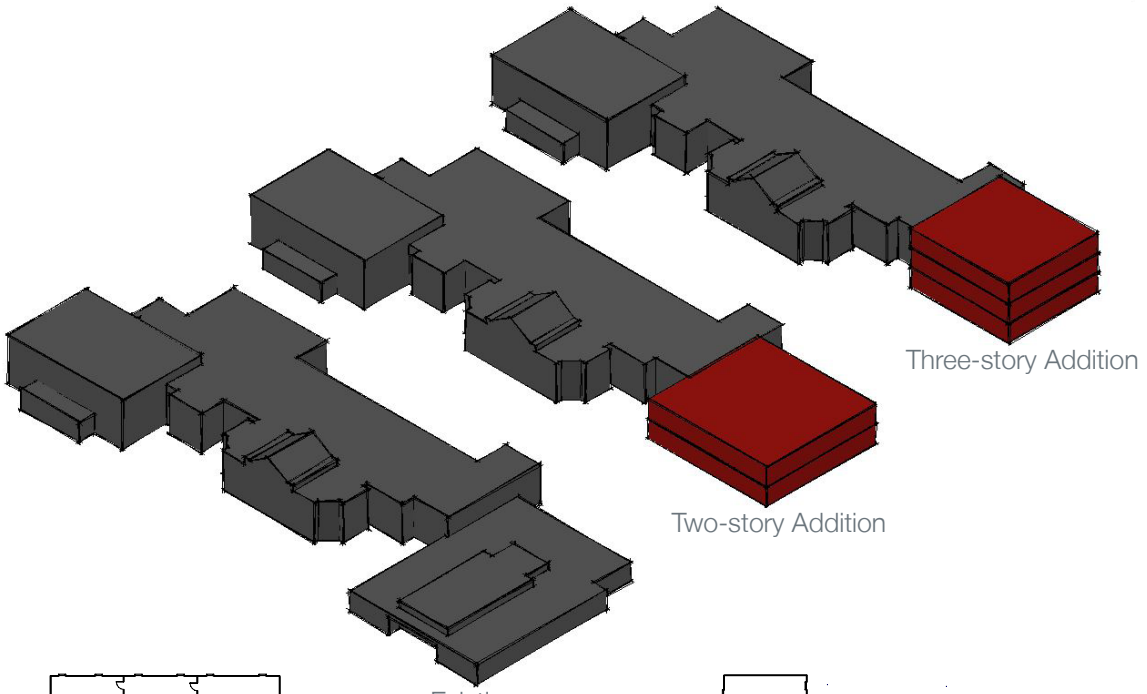
- Sites are crowded
- High cost relative to size of facilities
- Requires swing space to achieve
- Most likely without MSBA reimbursement to Town
- Long time frame to achieve

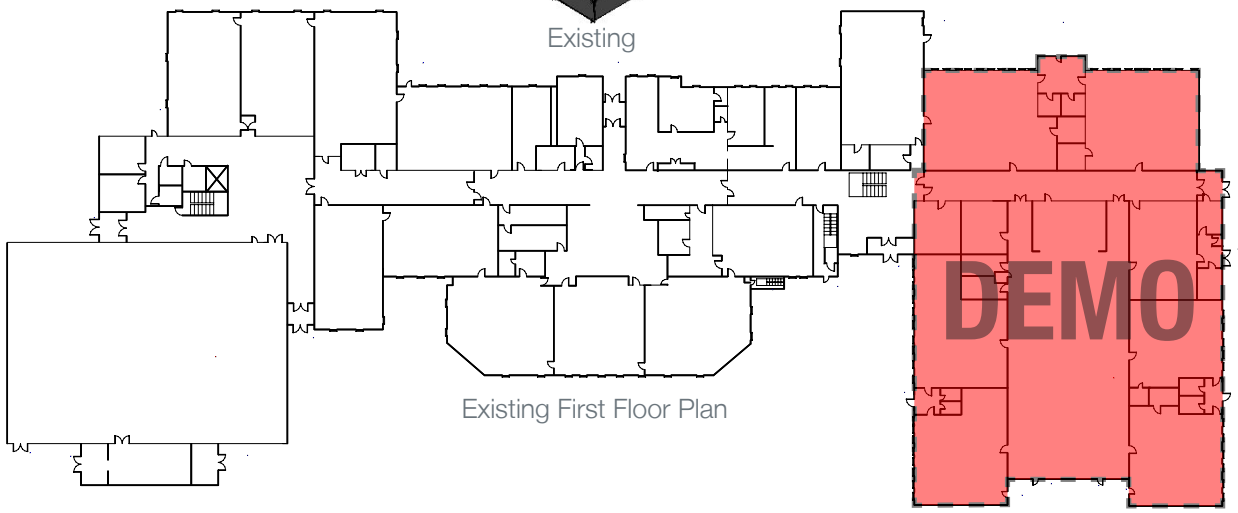
OPTION 3: ADDITION AT WINN BROOK

Demolition Area	13,755 SF +/-
Spaces to Replace	
(1) Child Care	1,300 SF
(3) Kindergarten Classrooms	1,300 SF ea
(1) Cafeteria + Stage	4,023 SF
(1) Kitchen	1,703 SF
(1) Small Group	500 SF
(1) Curriculum Office	1,000 SF
(1) Curriculum Storage	1,000 SF
(1) Psych Office	150 SF
Spaces to Add	
(4) Classrooms	1,000 SF ea.
Total	17,576 SF +/-
Added area:	3,821 SF +/-

Note: Spaces account for Winn Brook absorbing all 52 students projected to join the district over the next five years and are based on MSBA standards.

Winn Brook becomes a Five Section School.





Existing First Floor Plan

OPTION 3: PROS AND CONS

Build Addition at Winn Brook School

Pros:

- Newer school requires less overall modifications
- Becomes very efficient five section school
- Site is well suited to large population of students
- Resolves awkward cafeteria and adjacent space challenges
- Improves core spaces, adds appropriate performance room

Cons:

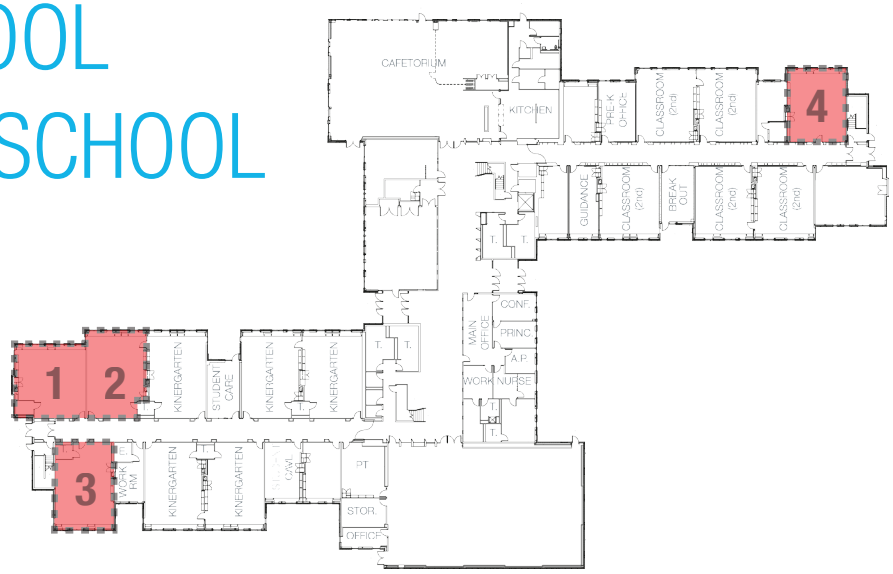
- Relatively high cost to achieve for small gain
- Requires removal of space prior to adding new space
- May require swing space to achieve
- Most likely without MSBA reimbursement to Town

OPTION 4: RELOCATE PRE-SCHOOL PROGRAM FROM WELLINGTON SCHOOL

4a: Wellington becomes a Six Section School

4b: Move Chenery M.S. LABBB program to Wellington.

Note: Regional agreements and program necessitates that this option is infeasible.



Belmont Public Elementary Schools									
		2014 - 2015 Enrollments (10/01/14)	# of Sections	# of Pre-K Classrooms	Kindergarten Classrooms	Grades 1-4 Gen. Ed. Classrooms	Total Classrooms K-4	Current Average Capacity	Capacity @ 23 per Class Grades K-4
*	**Burbank**	351	3	0	3	13	16	22	368
	LABBB	0							
*	**Butler**	342	3	0	3	12	15	23	345
	LABBB	13							
	Wellington	*542*	*5*	**0**	*5*	**23**	**28**	*19*	644
	LABBB	11							
*	**Winn Brook**	465	4	0	4	16	20	23	460
	LABBB	0							
	Total	**1700**							1817
	*Classroom counts exclude dedicated ELL and SPED classrooms and specialized classrooms (Science, Band, Chorus, Chapter 74 spaces)								

RELOCATE PRE-KINDERGARTEN/EARLY EDUCATION CENTER

to the High School Site

Option 4a

0 250 500 1,000 Feet

N

RELOCATE PRE-KINDERGARTEN/EARLY EDUCATION CENTER

to a New Site in the District (TBD) - Grove Street Playground Option Shown

Option 4b

OPTION 4A: PROS AND CONS

Move Pre-K from Wellington

Pros:

- Adds 4 rooms
- Allows for potential expansion of Pre-K program

Cons:

- Rooms will need minor modifications
- Drop-off pick-up and site plan concerns at Wellington
- Wellington School's core not designed for increased population
- Locating potential site in town is a challenge
- Schedule concerns

OPTION 4B: PROS AND CONS

Move Pre-K & All Kindergarten Rooms to Early Education Center

Pros:

- Gains 19 rooms
- Potential for bringing 5th grade back to elementary schools

Cons:

- Rooms will need minor modifications
- Locating potential site in town is a challenge
- Schedule concerns with large capital project
- Cost
- Wellington School's core not designed for increased population
- Evaluate core's of remaining schools for negative impacts
- At high school, will impact potential future high school project
- Alternative sites including Grove Street Playground requires significant local discussion, confirmation of Article 97 open space provisions.

OPTION 5: CONSTRUCT NEW ELEMENTARY SCHOOL

Five-Section School - (Location TBD)

Four-Section School - (Location TBD)

New School													
School	Number of Sections	Classrooms Kindergarten	Classrooms Grades 1-4	Enrollment @18 per Class Kindergarten	Enrollment @23 per Class Grades 1-4	Total		Without Bulter		Without Burbank		Without Both	
						4	5	4	5	4	5	4	5
Burbank	3	3	13	54	299	353	353	353	353				
Butler	3	3	12	54	276	330	330			330	330		
Wellington	5	5	19	90	437	527	527	527	527	527	527	527	527
Winn Brook	4	4	16	72	368	440	440	440	440	440	440	440	440
Capacity Before	**15**												
New School	5	5	20	90	460	-	550		550		550		550
New School	4	4	16	72	368	440	-	440		440		440	
Capacity After						**2090**	**2200**	**1760**	**1870**	**1737**	**1847**	**1407**	**1517**
Projected 2019-20						*1741*	*1741*	*1741*	*1741*	*1741*	*1741*	*1741*	*1741*

OPTION 5: PROS AND CONS

Build New 4 or 5 Section Elementary School

Pros:

- Relieves pressure across district's elementary school
- Solves physical condition issues for one building (Butler or Burbank)
- Can meet 21st Century educational guidelines
- Moves district towards more equity of physical buildings at elementary level

Cons:

- Assumes building on existing school site
- Cost and schedule concerns do not relieve short term enrollment needs
- May compete with other district building priorities - MSBA likely to grant only one project per district
- 4 section building only solves one school's physical condition concerns
- Larger school would need separate site location in town

ENROLLMENT CHART

ENROLLMENT CHART

SCHOOL	2014/2015 Actual	2019/2020 NESDEC	2023/2024 NESDEC
Burbank (3 sections)	351		
Butler (3 sections)	342		
Wellington (5 sections)	542	565	
Winn Brook (4 sections)	465		
Total	1700	1741	1738
Total Change		+41	+38

Note: Not including Pre-K population

SECTIONS	3	4	5
"x" Kindergarten Rooms (@ 20 students)	60	80	100
"x" 1-3 Rooms (@ 22 students)	198	264	330
"x" 4-5 Rooms (@ 24 students)	144	192	240
Total	402	536	670
Note: Utilization Factor 90% Recommended	362	482	603

OPTIONS

1. Modulars at Burbank and Butler
    a. Add 2 modular classrooms at Butler
    b. Add 2 modular classrooms at Burbank
    c. Add 6 modular classrooms at Butler
    d. Add 6 modular classrooms at Burbank
2. Build Additions at Butler and/or Burbank
3. Build Additions at the Winn Brook School

4a. Move Pre-K from Wellington
    a. Gains 4 Rooms

4b. Move Pre-K and all Kindergartens to Early Education Center
    a. Gains 19 Rooms (brings 5th grade back to elementary schools)

OPTIONS FOR CHENERY MIDDLE SCHOOL

The Chenery Middle School is currently overcapacity and serves four grade levels 5-8 with the fifth grade following an elementary school schedule while the 6-8 grades are based on the team teaching model. The library is already currently housing classes due to overcrowding and some specialist spaces have also been compromised to accommodate the rising population.

The Chenery site is heavily constrained permanent addition(s) require the elimination of parking and or site play space. Temporary modular classroom locations are similarly challenging often intended for short term. Modular units often remain on sites for 10 to 20 years, well past intended lifespan.

ENROLLMENT DATA

Chenery Middle School

MSBA Facility Ranking:
Condition: 1
Environment: 1

Note: Rankings are 1 (good) to 4 (poor) and are not comprehensive due diligence assessments and generally do not reflect systems, accessibility or modern educational criteria.

2014-2015 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			*	**60,230**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	47	44,650	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	3	1,500	
Science Classroom / Lab	9	1,200	11	13,200	1 period / day / student
Prep Room	3	80	11	880	
Total Building Net Floor Area (NFA)				**128,016**	
Proposed Student Capacity / Enrollment				**1,285**	
Total Building Gross Floor Area (GFA)[2]				**205,600**	
Grossing factor (GFA/NFA)				**1.61**	

Enrollment Projections by Grade - Middle School

	Year	5	6	7	8	Totals
	2013-14	316	328	298	326	
Today	2014-15	354	315	331	300	1300
	Actual	*339*	*331*	*323*	*392*	1285
					Difference	**-15**
Next Five Years	2015-16	319	353	318	333	1323
	2016-17	**357**	318	356	320	1351
	2017-18	344	**356**	321	358	1379
	2018-19	357	343	**359**	323	1382
	2019-20	344	**356**	346	361	**1407**
					Max Increase	**122**
Following Four Years	2020-21	**359**	343	359	348	1409
	2021-22	354	**358**	346	361	1419
	2022-23	**359**	353	**361**	348	1421
	2023-24	358	**358**	356	**363**	**1435**
					Max Increase	**28**

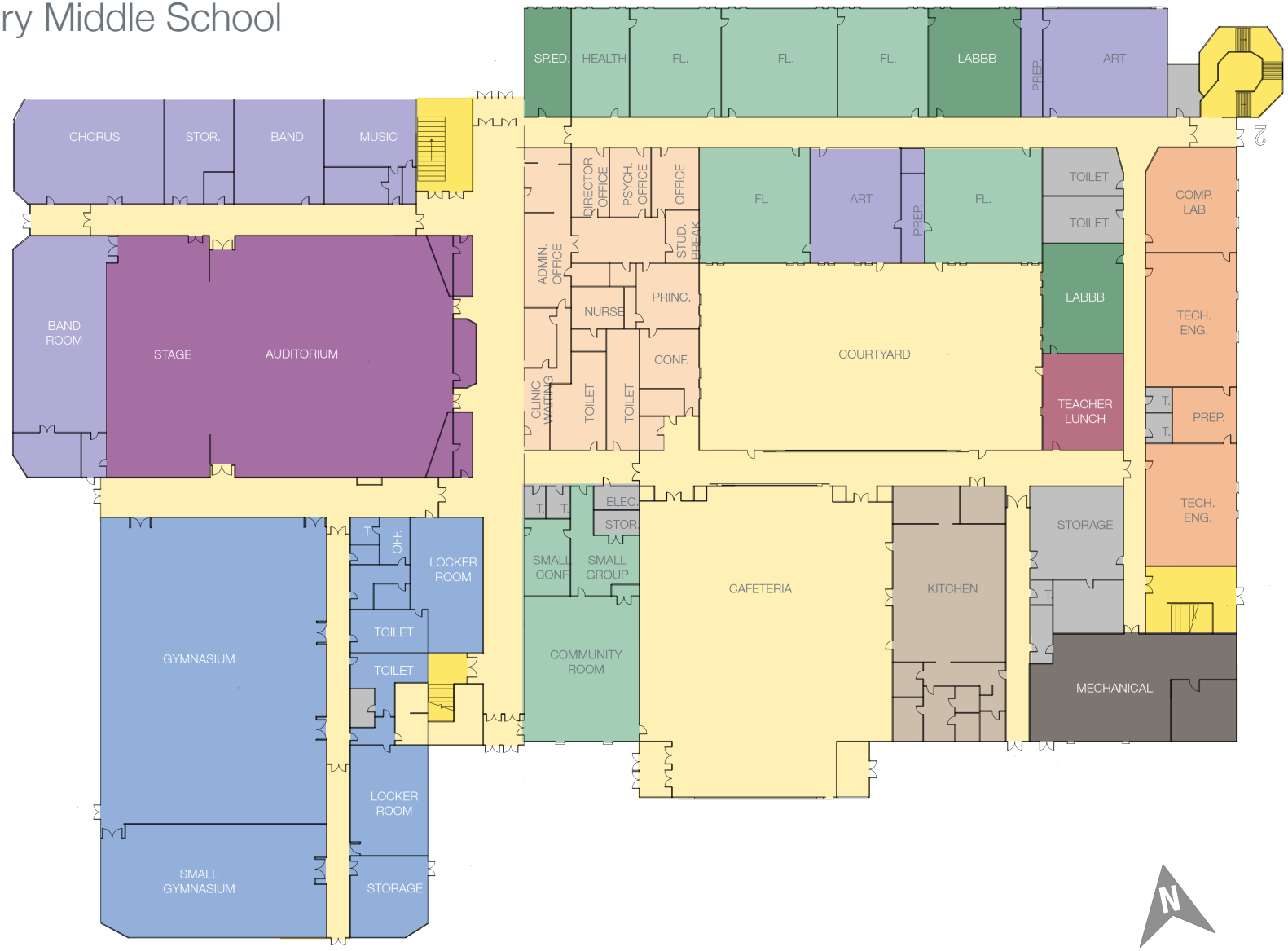
*Does not consider full team teaching as currently operating.

2019-2020 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**65,810**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	51 *	48,450	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	4	2,000	
Science Classroom / Lab	9	1,200	12	14,400	1 period / day / student
Prep Room	3	80	12	960	
Total Building Net Floor Area (NFA)				**139,359**	
Proposed Student Capacity / Enrollment				**1,407**	
Total Building Gross Floor Area (GFA)[2]				**225,120**	
Grossing factor (GFA/NFA)				**1.62**	

2023-2024 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**68,040**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	52 *	49,400	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	4	2,000	
Science Classroom / Lab	9	1,200	13	15,600	1 period / day / student
Prep Room	3	80	13	1,040	
Total Building Net Floor Area (NFA)				**142,060**	
Proposed Student Capacity / Enrollment				**1,435**	
Total Building Gross Floor Area (GFA)[2]				**229,600**	
Grossing factor (GFA/NFA)				**1.62**	

EXISTING FIRST FLOOR

Chenery Middle School



EXISTING SECOND FLOOR

Chenery Middle School

EXISTING THIRD FLOOR

Chenery Middle School

SITE PLAN

Chenery Middle School

OPTION 1: MOVE 8TH GRADE TO THE HIGH SCHOOL

8th Grade to H.S.

Enrollment Projections by Grade - Middle School

	Year	5	6	7	8	Totals
	2013-14	316	328	298	326	
Today	2014-15	354	315	331	300	1300
	Actual	*339*	*331*	*323*	*392*	1285
					Difference	**-15**
Next Five Years	2015-16	319	353	318		990
	2016-17	**357**	318	356		1031
	2017-18	344	**356**	321		1021
	2018-19	357	343	**359**		1059
	2019-20	344	**356**	346		**1046**
					Max Increase	**-239**
Following Four Years	2020-21	**359**	343	359		1061
	2021-22	354	**358**	346		1058
	2022-23	**359**	353	**361**		**1073**
	2023-24	358	**358**	356		1072
					Max Increase	**26**

8th Grade to H.S.

Enrollment Projections by Grade - High School

	Year	8	9	10	11	12	Totals
	2013-14	314	314	314	285	270	
Today	2014-15	0	332	312	317	281	1242
	Actual	*0*	*341*	*303*	*311*	*280*	1235
						Difference	**-7**
Next Five Years	2015-16	333	305	330	315	313	1596
	2016-17	320	339	303	333	311	1606
	2017-18	358	326	337	306	**329**	1656
	2018-19	323	**364**	324	**340**	302	1653
	2019-20	**361**	329	**362**	327	323	**1702**
						Max Increase	**467**
Following Four Years	2020-21	348	**367**	327	365	323	1730
	2021-22	361	354	**365**	330	360	1770
	2022-23	348	**367**	352	**368**	326	1761
	2023-24	**363**	354	**365**	355	**363**	**1800**
						Max Increase	**98**

2019-2020 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**50,070**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	39 *	37,050	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	3	1,500	
Science Classroom / Lab	9	1,200	9	10,800	1 period / day / student
Prep Room	3	80	9	720	
Total Building Net Floor Area (NFA)				**107,662**	
Proposed Student Capacity / Enrollment				**1,046**	
Total Building Gross Floor Area (GFA)[2]				**167,360**	
Grossing factor (GFA/NFA)				**1.55**	

*Does not consider full team teaching as currently operating.

2023-2024 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**51,350**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	39 *	37,050	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	3	1,500	
Science Classroom / Lab	9	1,200	10	12,000	1 period / day / student
Prep Room	3	80	10	800	
Total Building Net Floor Area (NFA)				**110,407**	
Proposed Student Capacity / Enrollment				**1,073**	
Total Building Gross Floor Area (GFA)[2]				**171,680**	
Grossing factor (GFA/NFA)				**1.55**	

*Does not consider full team teaching as currently operating.

OPTION 1: PROS AND CONS

Move 8th grade up to high school

Pros:

- Can be analyzed as part of MSBA Feasibility process
- Cost tends to be more expensive, but can be effective as part of overall master plan scenario

Cons:

- Schedule may not happen fast enough
- Cost
- Moves team teaching group from appropriate building while leaving 5th grade (lower middle school model)
- "Political" concerns for having 8th grade at high school to be overcome

OPTION 2: MOVE THE 5TH GRADE BACK TO THE ELEMENTARY SCHOOLS

5th Grade to E,S.

Enrollment Projections by Grade - Middle School

	Year	5	6	7	8	Totals
	2013-14	316	328	298	326	
Today	2014-15	354	315	331	300	1300
	Actual	*339*	*331*	*323*	*392*	1285
					Difference	**-15**
Next Five Years	2015-16		353	318	333	1004
	2016-17		318	356	320	994
	2017-18		**356**	321	358	1035
	2018-19		343	**359**	323	1025
	2019-20		**356**	346	361	**1063**
					Max Increase	**-222**
Following Four Years	2020-21		343	359	348	1050
	2021-22		**358**	346	361	1065
	2022-23		353	**361**	348	1062
	2023-24		**358**	356	**363**	**1077**
					Max Increase	**14**

Enrollment Projections by Grade - Elementary

	Year	PK	K	1	2	3	4	5	Totals
	2013-14	~~68~~	~~337~~	331	351	316	350	350	
Today	2014-15	~~69~~	~~325~~	345	337	354	316	0	1352
	Actual	~~63~~	~~354~~	*341*	*332*	*347*	*326*	*0*	1346
								Difference	**-6**
Next Five Years	2015-16	~~70~~	~~339~~	332	351	340	353	319	1695
	2016-17	~~71~~	~~334~~	**347**	338	354	340	**357**	1736
	2017-18	~~72~~	~~339~~	342	**353**	341	353	344	1733
	2018-19	~~73~~	~~338~~	**347**	348	**356**	340	**357**	1748
	2019-20	~~74~~	~~336~~	346	**353**	351	**355**	344	**1749**
								Max Increase	**403**
Following Four Years	2020-21	~~75~~	~~337~~	343	**352**	**356**	350	**359**	1760
	2021-22	~~76~~	~~337~~	**345**	349	355	**355**	354	**1758**
	2022-23	~~77~~	~~337~~	**345**	351	352	354	**359**	1761
	2023-24	~~78~~	~~337~~	**345**	351	354	351	358	1759
								Max Increase	**9**

2019-2020 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**51,350**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	39 *	37,050	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	3	1,500	
Science Classroom / Lab	9	1,200	10	12,000	1 period / day / student
Prep Room	3	80	10	800	
Total Building Net Floor Area (NFA)				**110,239**	
Proposed Student Capacity / Enrollment				**1,063**	
Total Building Gross Floor Area (GFA)[2]				**170,080**	
Grossing factor (GFA/NFA)				**1.54**	

*Does not consider full team teaching as currently operating.

2023-2024 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES			*	**52,300**	
(List classrooms of different sizes separately)					
Classroom - General	49	950	40	38,000	850 SF min - 950 SF max
Small Group Seminar (20-30 seats) / Resource		500	3	1,500	
Science Classroom / Lab	9	1,200	10	12,000	1 period / day / student
Prep Room	3	80	10	800	
Total Building Net Floor Area (NFA)				**111,424**	
Proposed Student Capacity / Enrollment				**1,077**	
Total Building Gross Floor Area (GFA)[2]				**172,320**	
Grossing factor (GFA/NFA)				**1.55**	

*Does not consider full team teaching as currently operating.

OPTION 2: PROS AND CONS

Move 5th grade back to elementary schools

Pros:

- "Natural" educational progression
- Solves middle school overcrowding/split school focus
- If coordinated with Kindergarten move could be most effective use of existing space

Cons:

- Affects all elementary schools, cores, sites, etc.
- Schedule may not happen fast enough for 5 year (+) peak
- Will require some modifications of team structure in Chenery
- 5th grade 'history' at Chenery seen as positive (to be confirmed)

OPTION 3: MODULARS AND/OR ADDITIONS TO CHENERY

Target area for Modular Classrooms

Target area for Building Additions

0 50 100 200 Feet

N

OPTION 3A: PROS AND CONS

Add modular classroom at tennis courts

Pros:

- Schedule
- Least short term cost

Cons:

- Requires evaluation of team structure across all grades
- Impact on core spaces
- Utility and services required
- Site impacts
- Hard to connect logically to building on that side of the site
- 5 to 10 year recommended life span for modular units

OPTION 3B: PROS AND CONS

Build Addition(s) to Chenery Middle School

Pros:

- May resolve administrative/security/entry concerns
- Adjacency of new classroom spaces to existing is better than with modulars

Cons:

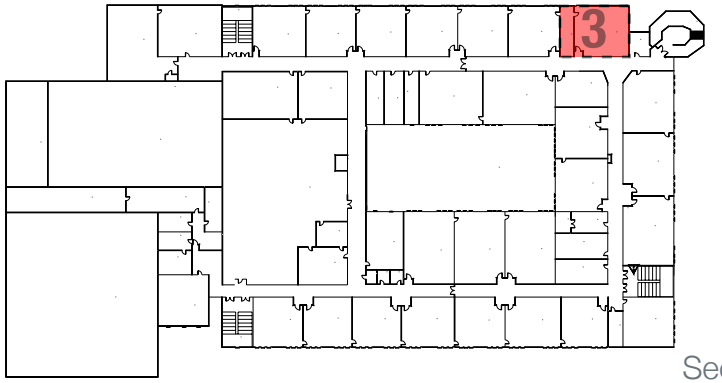
- Site impact
- May trigger additional scope in existing building
- Cost and schedule
- Competes with other capital project priorities
- Utility and services upgrade required

OPTION 4: "SPACE MINING" THROUGH PROGRAM CONSOLIDATION

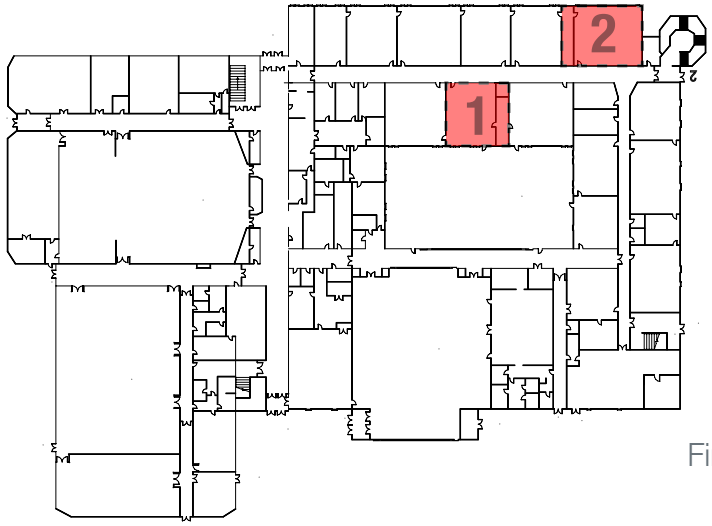
REMOVE ART

Gains 2 to 4 rooms for general classroom use

Third Floor



Second Floor



First Floor

OPTION 4: PROS AND CONS

Space Mine within existing school for classroom space

Pros:

- Low cost

Cons:

- Increase crowding at the school
- Removes popular and important educational spaces
- Affects school culture

OPTIONS

1. Move 8th grade to high school

2. Move 5th grade back to elementary schools

3a. Add modular classrooms at tennis courts

3b. Build addition to Chenery School

4. Space Mining interior at Chenery School

OPTIONS FOR BELMONT HIGH SCHOOL

The high school has been added to this study as a discussion for expanding the school's population through accommodating the eighth grade to alleviate population pressures downstream at the middle and elementary schools. The Belmont Public Schools have submitted the BHS as a SOI for the State School Building Authority's (MSBA) feasibility study program for the last 3 years, it is hoped that the high school, as the Town's single largest asset would benefit the most from a full rebuild or additions and renovations that can support the overall district and maximize the State's reimbursement to the community.

The district will be notified by December 2015 which will initiate a comprehensive space analysis and study to further explore how the high school site might relieve pressure from grades Pre-K through 8 within the district.

MSBA Facility Ranking:	
Condition:	2
Environment:	1

Note: Rankings are 1 (good) to 4 (poor) and are not comprehensive due diligence assessments and generally do not reflect systems, accessibility or modern educational criteria.

ENROLLMENT DATA

Belmont High School

Enrollment Projections by Grade - High School

	Year	9	10	11	12	Totals
	2013-14	314	314	285	270	
Today	2014-15	332	312	317	281	1242
	Actual	*341*	*303*	*311*	*280*	1235
					Difference	-7
Next Five Years	2015-16	305	330	315	313	1263
	2016-17	339	303	333	311	1286
	2017-18	326	337	306	**329**	1298
	2018-19	**364**	324	**340**	302	1330
	2019-20	329	**362**	327	323	**1341**
					Max Increase	106
Following Four Years	2020-21	**367**	327	365	323	1382
	2021-22	354	**365**	330	360	1409
	2022-23	**367**	352	**368**	326	1413
	2023-24	354	**365**	355	**363**	**1437**
					Max Increase	96

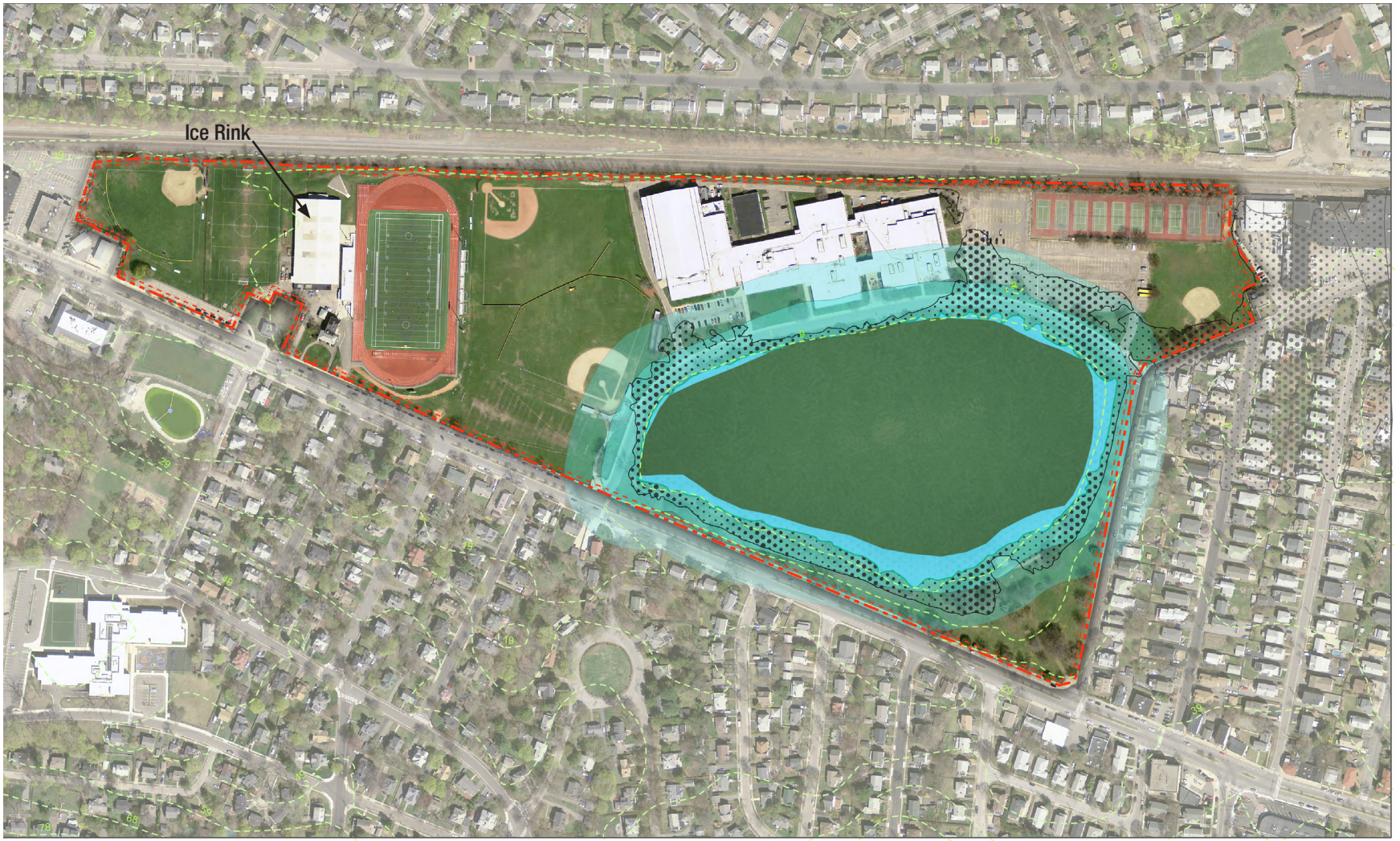
2014-2015 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**59,640**	
(List classrooms of different sizes separately)					
Classroom - General	37	850	42	35,700	825 SF min - 950 SF max
Teacher Planning		100	42	4,200	
Small Group Seminar (20-30 seats)		500	3	1,500	
Science Classroom / Lab	13	1,440	11	15,840	3 x85% ut=20 Seats-1 per /day/student
Prep Room	6	200	11	2,200	
Central Chemical Storage Rm		200	1	200	
Total Building Net Floor Area (NFA)				**153,847**	
Proposed Student Capacity / Enrollment				**1,235**	181
Total Building Gross Floor Area (GFA)[2]				**223,535**	
Grossing factor (GFA/NFA)				**1.45**	

2019-2020 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**65,080**	
(List classrooms of different sizes separately)					
Classroom - General	37	850	46	39,100	825 SF min - 950 SF max
Teacher Planning		100	46	4,600	
Small Group Seminar (20-30 seats)		500	3	1,500	
Science Classroom / Lab	13	1,440	12	17,280	3 x85% ut=20 Seats-1 per /day/student
Prep Room	6	200	12	2,400	
Central Chemical Storage Rm		200	1	200	
Total Building Net Floor Area (NFA)				**161,557**	
Proposed Student Capacity / Enrollment				**1,341**	173
Total Building Gross Floor Area (GFA)[2]				**231,993**	
Grossing factor (GFA/NFA)				**1.44**	

2023-2024 School Year	Existing Conditions	MSBA Guidelines (refer to MSBA Educational Program & Space Standard Guidelines)			
ROOM TYPE	# OF RMS	ROOM NFA[1]	# OF RMS	area totals	Comments
CORE ACADEMIC SPACES				**68,620**	
(List classrooms of different sizes separately)					
Classroom - General	37	850	48	40,800	825 SF min - 950 SF max
Teacher Planning		100	48	4,800	
Small Group Seminar (20-30 seats)		500	3	1,500	
Science Classroom / Lab	13	1,440	13	18,720	3 x85% ut=20 Seats-1 per /day/student
Prep Room	6	200	13	2,600	
Central Chemical Storage Rm		200	1	200	
Total Building Net Floor Area (NFA)				**172,647**	
Proposed Student Capacity / Enrollment				**1,437**	170
Total Building Gross Floor Area (GFA)[2]				**244,290**	
Grossing factor (GFA/NFA)				**1.41**	

SITE PLAN

Belmont High School



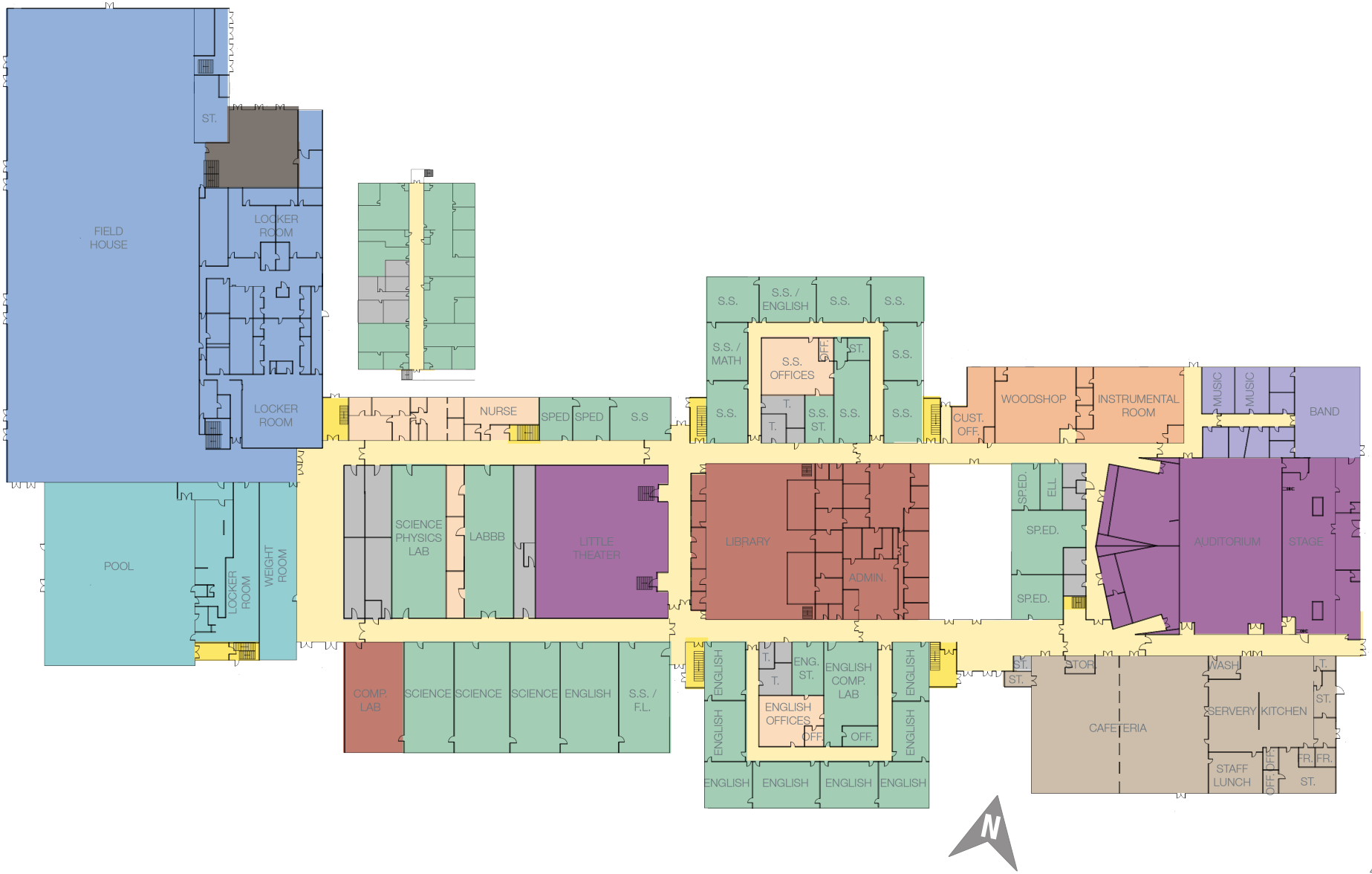
OPTIONS

1. Add temporary modular classrooms at high school site
2. Follow MSBA feasibility study process
    - » Must be invited into program
    - » Assume 5 years minimum (2020) to completion five options minimum to study
        - Code upgrades (repairs)
        - Renovations - no additions to meet program (if possible)
        - Additions and renovations
        - Build new at existing site
        - Build new at alternative site (if necessary)

Further analysis will follow upon acceptance into the MSBA feasibility process - anticipated notification in November/December 2015.

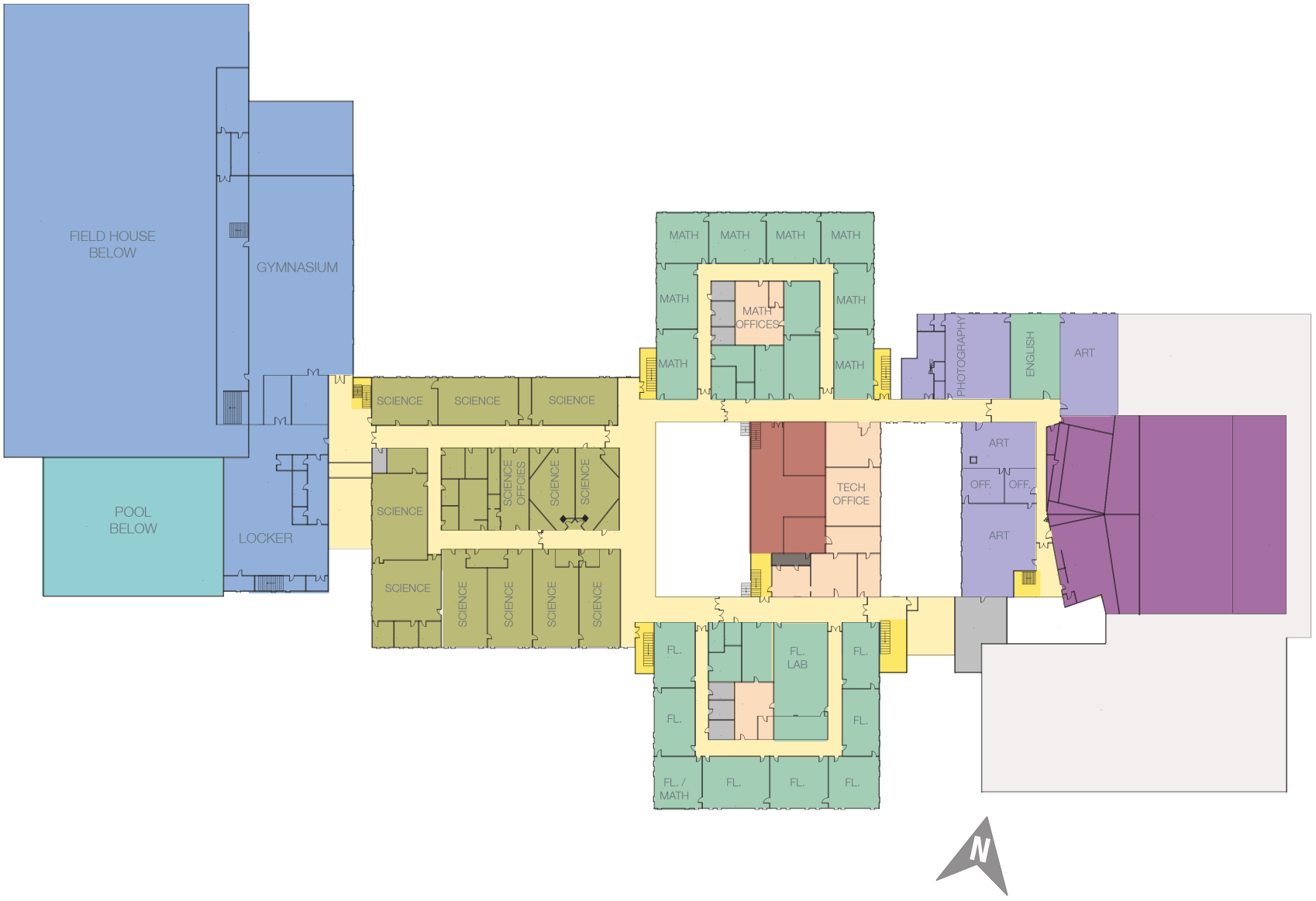
EXISTING FIRST FLOOR

Belmont High School



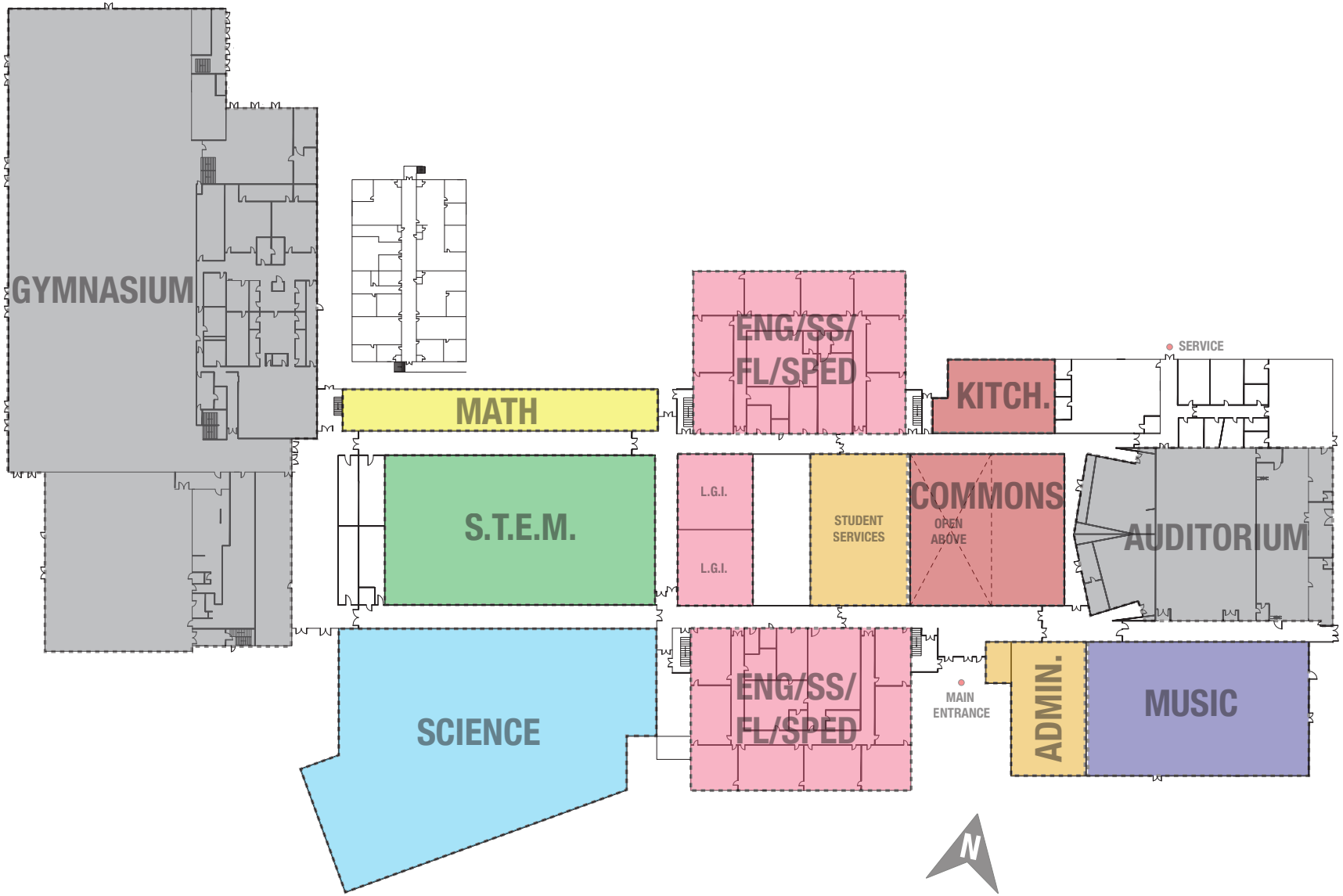
EXISTING SECOND FLOOR

Belmont High School



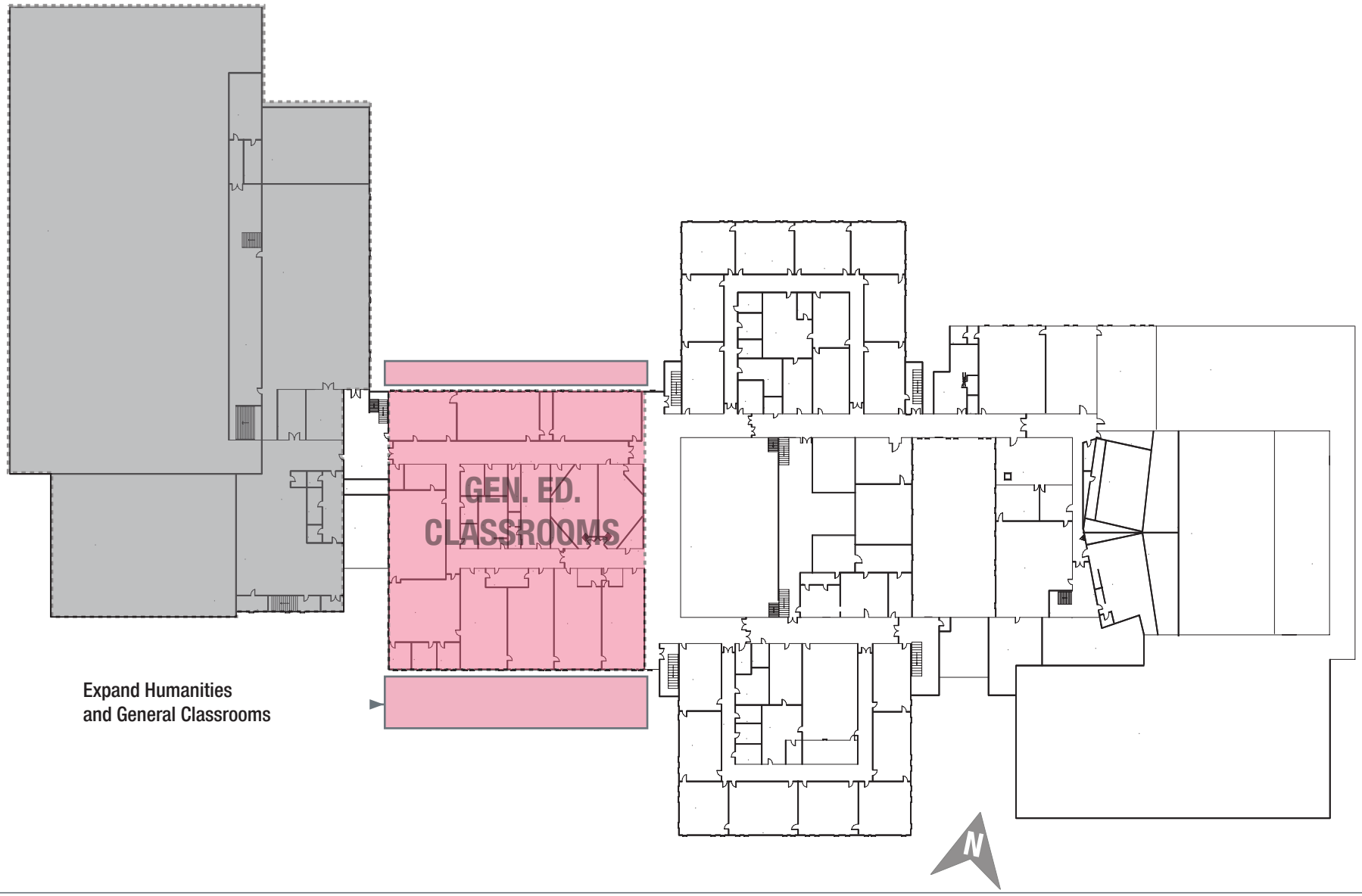
FIRST FLOOR: SAMPLE ADDITIONS/RENO SCENARIO

Belmont High School



SECOND FLOOR: SAMPLE ADDITIONS/RENO SCENARIO

Belmont High School



HIGH SCHOOL

Major Addition (New Academic Core) Renovation to Athletics/P.E.

NEW CONSTRUCTION OPTION: PROS AND CONS

High School

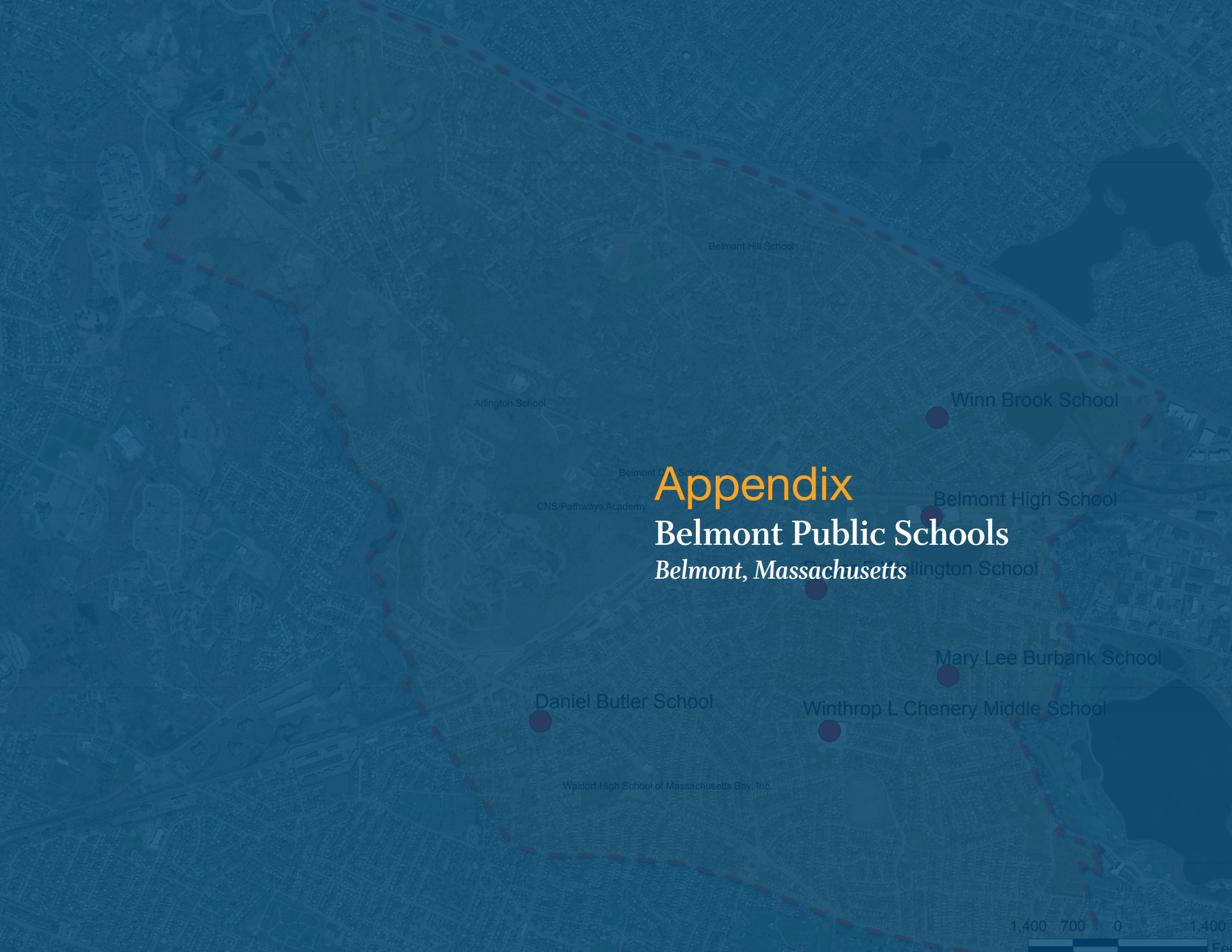
Major Addition (New Academic Core) Renovation to Athletics/P.E.

Pros:

- Allows for occupied site during construction
- 21st Century academic core
- Maintains larger than “allowed” Athletics Facilities
- Potential cost savings in reusing P.E./Athletics Facilities
- More “civic” building expression

Cons:

- Field disruption (TBD)



Appendix

Belmont Public Schools

Belmont, Massachusetts

Grade Configurations

Current													Comments
PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Status Quo
Option 1 - K-8 Elementary														
PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	K-8 is inefficient in small elementary schools, likely requires more clasrooms. Sites cannot physically accommodate. H.S. solution still required.
Option 2 - Split Elemenary K-2 3-5														
PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Adds a transition within the elementary grades. Disruptive. Relieves pressure at the MS. H.S. solution still required.
Option 3 - 5th Grade to the Elementary Schools														
PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Brings grade 5 back to the Elementary Schools. Relieves middle school only; requires early childhood school. H.S. solution still required.
Option 4 - 8th Grade to High School														
PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Elementary and MS are relieved, Early Chidhood and High School become the priority. H.S. solution still required.

BELMONT PUBLIC SCHOOLS
1/1/2015

	Pre	K	1	2	3	4	TOTALS:	
BURBANK		22 (-1)	23	23	24	24		
		24	23	24 (+1)	24	22 (-1)		
		24	22	24	23	24		
		70 (-1)	**68**	**71 (+1)**	**71**	**70 (-1)**	**350**	**(-1)**
BUTLER		24 (-1)	22	23 (+1)	21	24		
		25 (+1)	23 (+1)	23 (+1)	21	25		
		24	21 (-2)	23 (+1)	20	25		
		73	**66 (-1)**	**69 (+3)**	**62**	**74**	**344**	**(+2)**
WELLINGTON	13	24 (+1)	22	21	25	23		
	11 (+1)	24 (+1)	23	20	24 (+1)	25		
	22 (+2)	23	22	21 (+1)	25	24 (+1)		
	21 (+1)	24 (+1)	21	20	24	23		
		24 (+1)	23	20	24			
		119 (+4)	**111**	**102 (+1)**	**122 (+1)**	**95 (+1)**	**549**	**(+7)**
	67 (+4)						**67**	**(+4)**
WINN BROOK		24	24	22 (-2)	23 (-1)	22		
		23	24	23	23	22		
		23 (-1)	24	23 (-1)	23	22		
		24	25 (+2)	24	23	21		
		94 (-1)	**97 (+2)**	**92 (-3)**	**92 (-1)**	**87**	**462**	**(-3)**
	Pre	**K**	**1**	**2**	**3**	**4**		
Total	**67**	**356**	**342**	**334**	**347**	**326**	**1772**	**(+9)**
CHENERY MIDDLE								
	5	**6**	**7**	**8**				
	339	**328 (-3)**	**324 (+1)**	**292**			**1283**	**(-2)**
HIGH SCHOOL								
	9	**10**	**11**	**12**				

	338 (-3)	304	315 (+4)	280 (-1)	1237

TOTAL ELEMENTARY	1772 (+9)	Total Out of District Belmont Students =	95	(+2)
TOTAL SECONDARY	2520 (-2)	All Belmont Students =	4387	(+9)
TOTAL ENROLLMENT	4292 (+7)	All Students in Belmont Buildings =	4363	(+5)

LABBB

Butler	12	Wellington	11	CMS	27	BHS	21

TOTALS: LABBB 71 OOD* 13

LABBB - *OUT OF DISTRICT - ON SITE BELMONT STUDENTS:

Elem.	8	CMS	5	HS	0

SPED

Out of District

LABBB - Served in Belmont	13	Collaboratives	15
LABBB - Served Elsewhere	27	Private Placements	40

BELMONT PUBLIC SCHOOLS
1/1/2015

	Pre	K	1	2	3	4	TOTALS:
BURBANK		22	23	23	24	24	
		24	23	24	24	22	
		24	22	24	23	24	
		70	**68**	**71**	**71**	**70**	**350**
BUTLER		24	22	23	21	24	
		25	23	23	21	25	
		24	21	23	20	25	
		73	**66**	**69**	**62**	**74**	**344**
WELLINGTON	13	24	22	21	25	23	
	11	24	23	20	24	25	
	22	23	22	21	25	24	
	21	24	21	20	24	23	
		24	23	20	24		
		119	**111**	**102**	**122**	**95**	**549**
	67						**67**
WINN BROOK		24	24	22	23	22	
		23	24	23	23	22	
		23	24	23	23	22	
		24	25	24	23	21	
		94	**97**	**92**	**92**	**87**	**462**

	Pre	K	1	2	3	4	
Total	**67**	**356**	**342**	**334**	**347**	**326**	**1772**

CHENERY MIDDLE

5	6	7	8		
339	**328**	**324**	**292**		**1283**

HIGH SCHOOL

9	10	11	12		
338	**304**	**315**	**280**		**1237**

TOTAL ELEMENTARY	**1772**	Total Out of District Belmont Students =	**95**
TOTAL SECONDARY	**2520**	All Belmont Students =	**4387**
TOTAL ENROLLMENT	**4292**	All Students in Belmont Buildings =	**4363**

LABBB

Butler	**12**	**Wellington**	**11**	**CMS**	**27**	**BHS**	**21**

TOTALS: LABBB 71 OOD* 13

LABBB - *OUT OF DISTRICT - ON SITE BELMONT STUDENTS:

Elem.	**8**	**CMS**	**5**	**HS**	**0**

SPED

Out of District

LABBB - Served in Belmont	**13**	**Collaboratives**	**15**
LABBB - Served Elsewhere	**27**	**Private Placements**	**40**

NESDEC

New England School Development Council

Celebrating over sixty-five years of service to education

2015 JAN -9 A 10:08

BELMONT PUBLIC SCHOOLS
OFFICE OF
SUPERINTENDENT

January 6, 2015

Dr. John Phelan, Superintendent of Schools
Belmont Public Schools
644 Pleasant Street
Belmont, MA 02478

Dear Dr. Phelan:

I was sorry to learn of the cancellation of your district's affiliation with NESDEC.

While your district is on inactive status, we will continue to keep you informed about NESDEC's new programs, services, and activities during the coming year. This will permit you to maintain your professional connection to the organization and to our network of educational leaders throughout New England. Unfortunately, while on inactive status, your district will not have access to our annual Enrollment Projection Services (your most recent report from the 2013-2014 school year is enclosed), Special Education Trend Report, *The Futurist, Journal for Leadership and Instruction*, discounts on our services/workshops/conferences, or our legal advisories.

We pride ourselves on our ability to provide high-quality services, information, networking and professional growth opportunities to our affiliated districts. Please know that whatever the reason for not renewing your affiliation, I would be happy to talk with you. I hope you will consider returning your district to active status in the future.

We wish you continued success and value our relationship with you. We hope you will feel free to call upon us if you feel we can be of future assistance to you.

Very truly yours,

Arthur L. Bettencourt

Arthur L. Bettencourt, Ed.D.
Executive Director
(abett@nesdec.org)

2013-14 Enrollment Projections

TO: Dr. Thomas S. Kingston, Superintendent of Schools, Belmont, MA
FROM: Donald G. Kennedy, Ed.D., Demographic Specialist
DATE: January 21, 2014
RE: Enrollment Projections

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the Belmont School District. We have used the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year.

NESDEC's enrollment projection totals from fall of 2012 data fell within 39 students of the actual Grade K-12 resident enrollment total for fall, 2013 (4,097 projected v. 4,136 actual). This degree of accuracy, however, masks the fact that the Kindergarten projection was not close to the target – see below. In Grades K-4, 1,706 pupils were projected v. 1,685 enrolled. In Grades 5-8, 1,239 students were forecast v. 1,268 actual. And in Grades 9-12, 1,152 students were forecast v. 1,183 actual.

The two factors now at work which will have the greatest effect upon future enrollments are: an uptick in the number of births to Belmont residents (unlike most MA communities) and, to a greater degree, b. the resumption of in-migration (which had slowed, then disappeared due to the real estate slowdown). In the decade from 1998-2007, Belmont averaged 277 births per year; more recently (and expected over the next 6-7 years) are about 282-309 births annually - averaging about 16 more per year than previously. **In the 2010 US Census, the number of women in the age 25-44 cohort had decreased from the prior census in Belmont and in surrounding communities; however, enough new families have moved into Belmont to again increase the number of annual births (unlike some neighboring communities).** Incidentally, hard-hit Connecticut experienced an 8.6%

decline in births from 2007 to 2009 (in large part caused by the economic Recession), the largest decline among the six New England states – followed by an 8.1% decline in Rhode Island births, the two states with the highest rates of unemployment in the New England region. Economists are forecasting a slow-yet-steady recovery from the current rates of unemployment as of November 30 (RI 9.0%; CT 7.6**%; MA 7.1%;** US average non-farm unemployment 7.0%; ME 6.4%; NH 5.1%; and VT 4.4%) which, in turn, may lead to additional in-migration and births.

The ever-changing relationship between Belmont births and Kindergarten enrollments is displayed on the B-K graph. Belmont, over the past ten years, has registered about 89 Kindergarteners for every 100 births (five years previous), a relationship which had been quite stable…however in 2011 the ratio rose to 130 Kindergarteners per 100 births (by far the highest ratio in well-over a decade), then shrank to 107 K's per 100 births five-years-prior, and rose in 2013 to 109 Kindergarteners per 100 births, under-scoring reasons to use additional methods of forecasting the number of incoming Kinderteners (such as the annual town census) – see page 3. Grade 1 is expected to be about 2% larger than the previous year's Kindergarten class.

Like many nearby communities Belmont continues to experience enrollment fluctuations of in/out-migration in Grades 1-8 (grades 9-12 are excluded from this calculation because each year Grade 9 is about 2% larger than the size of the same group of 8th graders from the previous year – for reasons that have little to do with families moving into Belmont). Over the past ten years in Grades 1-8, there have been six years of 1-4% net in-migration (+2% in 2012 and +1% in 2013); three flat years; and one year of 1% net out-migration (2011).

Over the next three years, Grade K-4 enrollments are forecast to increase by a total of 28 students (due primarily to larger groups of incoming Kindergartens); and, as the larger groups make their way up the grade levels, Grades 5-8 to increase by 83 pupils; and the high school to increase by about 103 pupils…all within the next three years. After that point these projections show continuing increases in Grades K-12 (less so in Grades K-4). That said, it is quite possible that real estate turnover will have increased, bringing in additional new families - see the "Projections" page.

Will these patterns of increasing enrollments really last for as long as ten years? All projections are more reliable in Years #1-5; and less reliable in Years #6-10. As soon as the economy and real estate situation improve in the region, additional in-migration likely will return to Belmont. Many communities in the region sold during 2008-2013 only about 60-80% as many homes as in 2004-2007. In the case of Belmont, an average of 180 single-family homes were sold in 2004-2007, dipping only to 168 sales per year in 2008-2012 (93%) – with 2013 on a pace through November that is only 12 homes below the 2012 total (best since 2004). Similarly, condo sales have been growing almost every year for the past two decades, with a record 113 units sold in 2012, and 2013 poised to

end within 5-10 of that pace. Building permits had been slowed in nearby communities, yet not so much in Belmont; see the "Additional Data" table below. **As additional families move in, the forecasted increases could be greater.** See the description on Page 4 below regarding "reliability of projections".

The birth numbers used in the projections, through 2011, are from the MA Department of Public Health. The "estimated" years, beginning with 2012 are a rolling five-year average, which NESDEC has found to be the most accurate method of estimation. Local Town Clerks have birth information for 2012 and 2013, however do not have access to the numbers of Belmont residents born out-of-state (information which will eventually become known to the MA DPH). **Undoubtedly NESDEC will be doing follow-up projections during this school year, in which we will incorporate additional birth information.**

The two most difficult grades to forecast in all districts are Kindergarten and Grade 9. The latter is difficult to anticipate, as there are so many options for Grade 9 (in vocational or agricultural schools, private or parochial non-public schools, etc. **Kindergarten can be difficult to project based upon births alone, as many districts, like Belmont, have large numbers of "net move-ins" who are ages 1-4. Some districts take the extra steps to track 3 and 4-year olds with a local town census (we would be happy to share NESDEC's experience in teaching Belmont how to interpret data from the annual town census – which most administrators are aware of, yet have not had the experience of tapping), or report to NESDEC the known number of 4-year olds in local preschools/nursery schools which typically enroll Kindergarteners in the district. Knowing this information helps NESDEC to project Kindergarteners more reliably…as does data from the Kindergarten Screening in districts which also track 3 and 4-year old siblings (or neighbors) at that time. Information on the number of four-year olds in the Belmont town census, could help NESDEC to more accurately forecast the number of incoming Kindergarteners each year. The more data, in addition to births, which is shared with NESDEC, the greater is the chance that "enrollment surprises" will be minimized.**

A word about PK projections: the trend in virtually every district is to serve additional 3 and 4-year olds each year, even if the number of Kindergarteners is in decline. Hence, the rising numbers in PK projections. The reasons why additional 3 and 4-years olds are being served are multiple: more children in need of Special Education services are being identified at early ages, including larger number of students on the autism spectrum. Further, many districts are moving to expand their services to "typically developing" 3 and 4-year olds in order to improve/enhance the educational quality of their existing programs. Longitudinal research continues to indicate both the educational and fiscal benefits of early intervention programs of schooling.

Recent New England trends in the 275+ district for which NESDEC furnishes projections are primarily on the side of declining enrollments, due to fewer births combined with fewer new families moving into the districts…the latter factor, however, may be changing, as we expect in Belmont. Large cities and their nearby communities have displayed flat or rising numbers of births, and enough new renters to keep the school population flat or rising slightly. If your district has need for further assistance in the area of long range facilities planning, we urge you to call so that we might discuss our planning services which include our Demographic and Long-Range Enrollment Projection Studies. We have enclosed suggestions for interpreting the printout and a brief description of the modified cohort survival methodology used in preparing the projections. As always, we would be delighted to hear from you regarding ways in which we might make the enrollment forecasts more useful to you. Please don't hesitate to call or email us at **ep@nesdec.org**. Best wishes for the school year.

Analyzing Your Enrollment

Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments are normally quite responsive to these fluctuations.

2. Look down the K and 1 columns and note the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.

3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then in-migration has probably occurred; if it is smaller, then out-migration has probably occurred.

4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.

5. In the "Grade Combinations" section, note the trends of elementary, middle school/junior high, and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the

projections for various grade combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the rate of change may be quite different.

2. Look at the births in the most recent years and note whether the trend is up, down, or level.

3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

PROJECTION METHODOLOGY

The cohort survival technique is the most frequently used method of preparing enrollment forecasts. NESDEC uses that technique, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2010-11, increased to 104 students in Grade 2 in 2011-12, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years. The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the possibility for change in the underlying assumptions/trends.

Projections based upon **the children already in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding an additional variable. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

How often do the actual enrollments closely match the NESDEC projections? The research literature reports the closest that enrollment forecasters are likely to come to actual enrollments is about 1% variance per year-from-the-known-data. That is, a 1% variance from projection-to-actual "one-year-out" into the future (2% variance "two-years-out" … 10% variance "ten-years-out"). NESDEC reaches this "highest possible" standard in about 90% of cases. When our NESDEC variance is greater, the reasons often are one of the following: a. imbedded/intervening "hidden" variables (examples: a parochial school closed or other students returned from non-public schools, a charter school opened, the Kindergarten program changed entrance age or to extended/full-day, the high school toughened its course credit/graduation requirements, the District set new attendance boundaries for elementary schools, or the District had well-publicized budget/referendum difficulties); b. the District size was below 500 students, thus subject to fluctuations; or c. the District has not done enrollment projections on an annual basis.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (high or low) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may be starting. **In light of this, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use Adobe Acrobat reader to convert the desired information to a "snapshot," which can be inserted into PowerPoint slides, Word documents, etc. Because the snapshot tool creates a graphic, the image is not editable.

Steps for Using The Snapshot Tool in Adobe Acrobat Reader 8.0:

1. Click on Tools Menu;
2. Choose "Select & Zoom;"
3. Choose "Snapshot Tool;"
4. Click and drag around the text, chart, and/or graphics that you would like to capture: your selection will be copied to the clipboard automatically;
5. Click in the document where you would like the information to appear;*
6. Give Paste command.

If you have an earlier version of Adobe Acrobat and these instructions don't work for you, contact your tech support person, or NESDEC and we will try to assist you. Telephone (508)481-9444 or ep@nesdec.org. Ask for Peggy, Don, or Carol.

*You may paste your snapshot onto a PowerPoint slide, onto an Excel sheet, or even into a graphics program to save as a separate graphic file (in .jpg or other format), so that it is available for inserting into future documents.

NESDEC

Belmont, MA Historical Enrollment

School District: **Belmont, MA** **12/5/2013**

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1998	286	2003-04	43	277	255	286	272	268	296	296	290	293	286	265	290	249	0	3623	3666
1999	280	2004-05	56	248	276	249	275	274	273	306	284	293	305	279	263	281	0	3606	3662
2000	278	2005-06	68	271	252	281	253	276	270	274	296	285	291	299	272	263	0	3583	3651
2001	277	2006-07	57	274	298	271	296	265	269	273	281	298	287	290	286	270	0	3658	3715
2002	270	2007-08	52	278	287	308	269	308	262	289	274	277	309	279	286	282	0	3708	3760
2003	282	2008-09	72	288	308	284	318	290	296	271	296	277	295	295	292	280	0	3790	3862
2004	286	2009-10	71	330	313	317	306	334	302	314	274	292	270	281	296	276	0	3905	3976
2005	249	2010-11	57	298	326	320	318	304	317	301	306	281	285	256	280	285	0	3877	3934
2006	266	2011-12	68	345	302	331	310	316	297	312	301	302	280	273	256	275	0	3900	3968
2007	298	2012-13	71	318	350	313	346	307	324	296	318	302	307	281	276	256	0	3994	4065
2008	309	2013-14	68	337	331	351	316	350	316	328	298	326	314	314	285	270	0	4136	4204

Historical Enrollment in Grade Combinations

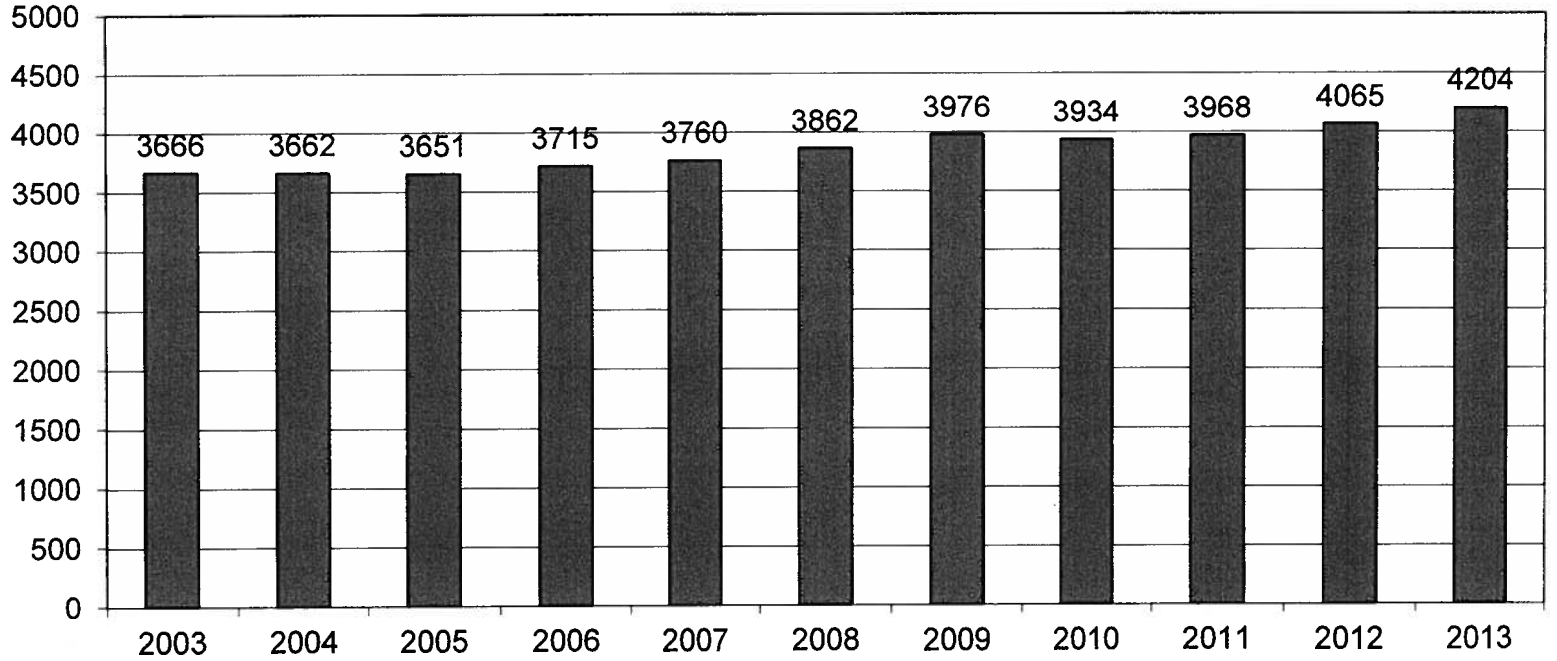
Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2003-04	1358	1654	1950	2533	1175	879	583	1673	1090
2004-05	1322	1595	1901	2478	1156	883	577	1705	1128
2005-06	1333	1603	1877	2458	1125	855	581	1706	1125
2006-07	1404	1673	1946	2525	1121	852	579	1712	1133
2007-08	1450	1712	2001	2552	1102	840	551	1707	1156
2008-09	1488	1784	2055	2628	1140	844	573	1735	1162
2009-10	1600	1902	2216	2782	1182	880	566	1689	1123
2010-11	1566	1883	2184	2771	1205	888	587	1693	1106
2011-12	1604	1901	2213	2816	1212	915	603	1687	1084
2012-13	1634	1958	2254	2874	1240	916	620	1740	1120
2013-14	1685	2001	2329	2953	1268	952	624	1807	1183

Historical Percentage Changes

Year	K-12	Diff.	%
2003-04	3623	0	0.0%
2004-05	3606	-17	-0.5%
2005-06	3583	-23	-0.6%
2006-07	3658	75	2.1%
2007-08	3708	50	1.4%
2008-09	3790	82	2.2%
2009-10	3905	115	3.0%
2010-11	3877	-28	-0.7%
2011-12	3900	23	0.6%
2012-13	3994	94	2.4%
2013-14	4136	142	3.6%
Change		**513**	**14.2%**

Belmont, MA Historical Enrollment

PK-12, 2003-2013



Belmont, MA Projected Enrollment

School District: Belmont, MA

12/5/2013

Enrollment Projections By Grade*

Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	309		2013-14	68	337	331	351	316	350	316	328	298	326	314	314	285	270	0	4136	4204
2009	282		2014-15	69	325	345	337	354	316	354	315	331	300	332	312	317	281	0	4219	4288
2010	294		2015-16	70	339	332	351	340	353	319	353	318	333	305	330	315	313	0	4301	4371
2011	290	(est.)	2016-17	71	334	347	338	354	340	357	318	356	320	339	303	333	311	0	4350	4421
2012	295	(est.)	2017-18	72	339	342	353	341	353	344	356	321	358	326	337	306	329	0	4405	4477
2013	294	(est.)	2018-19	73	338	347	348	356	340	357	343	359	323	364	324	340	302	0	4441	4514
2014	291	(est.)	2019-20	74	335	346	353	351	355	344	356	346	361	329	362	327	336	0	4501	4575
2015	293	(est.)	2020-21	75	337	343	352	356	350	359	343	359	348	367	327	365	323	0	4529	4604
2016	292	(est.)	2021-22	76	337	345	349	355	355	354	358	346	361	354	365	330	360	0	4569	4645
2017	293	(est.)	2022-23	77	337	345	351	352	354	359	353	361	348	367	352	368	326	0	4573	4650
2018	293	(est.)	2023-24	78	337	345	351	354	351	358	358	356	363	354	365	355	363	0	4610	4688

*Projections should be updated on an annual basis.

Based on an estimate of births | Based on children already born | Based on students already enrolled

Projected Enrollment in Grade Combinations*

Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2013-14	1685	2001	2329	2953	1268	952	624	1807	1183
2014-15	1677	2031	2346	2977	1300	946	631	1873	1242
2015-16	1715	2034	2387	3038	1323	1004	651	1914	1263
2016-17	1713	2070	2388	3064	1351	994	676	1962	1286
2017-18	1728	2072	2428	3107	1379	1035	679	1977	1298
2018-19	1729	2086	2429	3111	1382	1025	682	2012	1330
2019-20	1740	2084	2440	3147	1407	1063	707	2061	1354
2020-21	1738	2097	2440	3147	1409	1050	707	2089	1382
2021-22	1741	2095	2453	3160	1419	1065	707	2116	1409
2022-23	1739	2098	2451	3160	1421	1062	709	2122	1413
2023-24	1738	2096	2454	3173	1435	1077	719	2156	1437

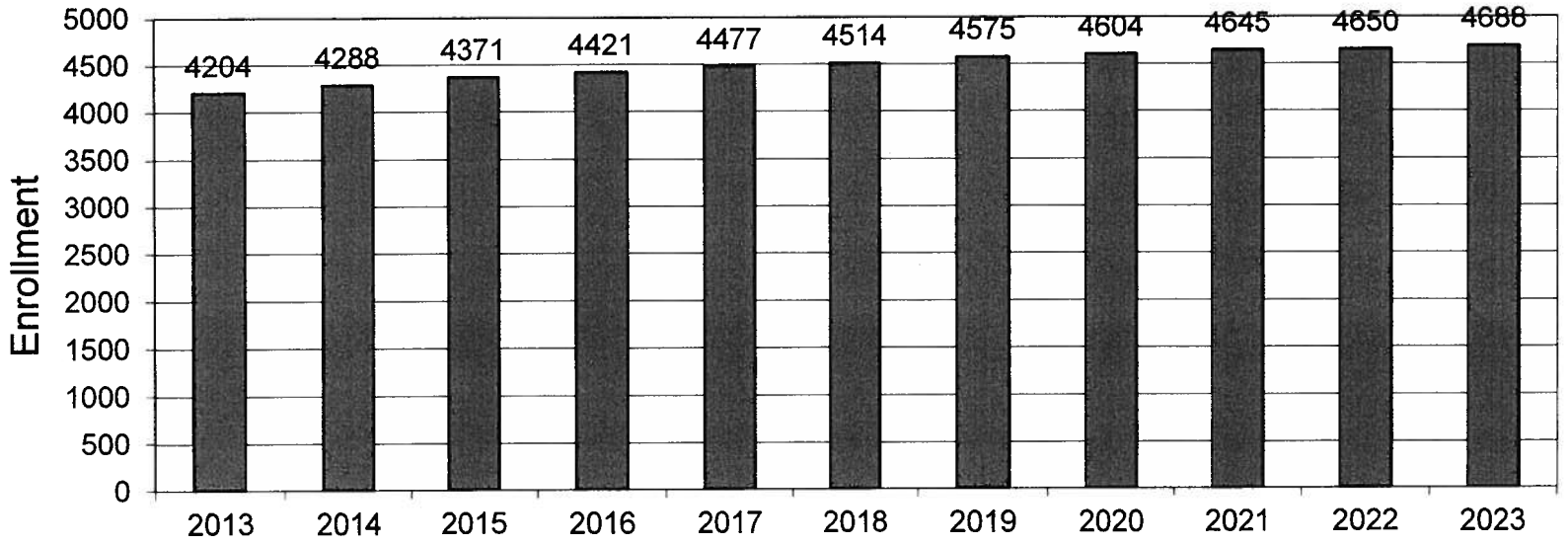
See "Reliability of Enrollment Projections" section of accompanying letter.
Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

Projected Percentage Changes

Years	K-12	Diff.	%
2013-14	4136	0	0.0%
2014-15	4219	83	2.0%
2015-16	4301	82	1.9%
2016-17	4350	49	1.1%
2017-18	4405	55	1.3%
2018-19	4441	36	0.8%
2019-20	4501	60	1.4%
2020-21	4529	28	0.6%
2021-22	4569	40	0.9%
2022-23	4573	4	0.1%
2023-24	4610	37	0.8%
Change		474	11.5%

Belmont, MA Projected Enrollment

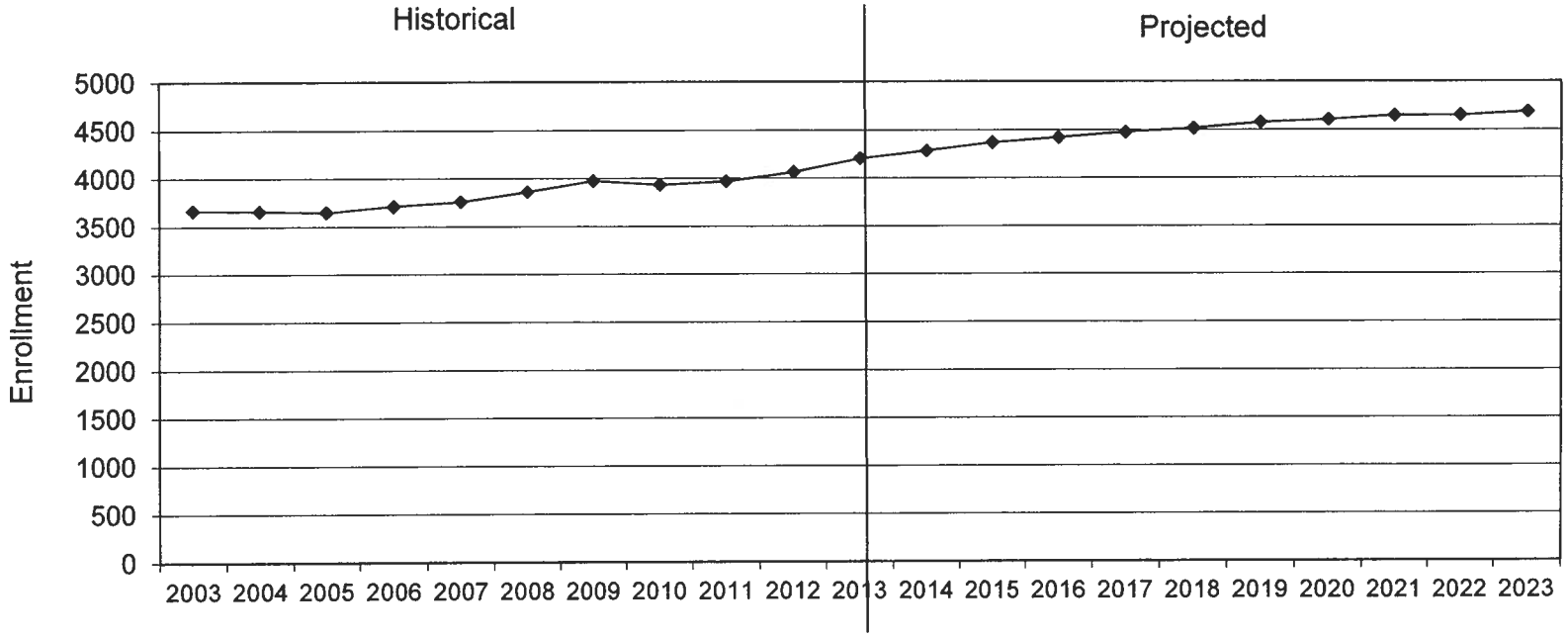
PK-12 TO 2023 Based On Data Through School Year 2013-14



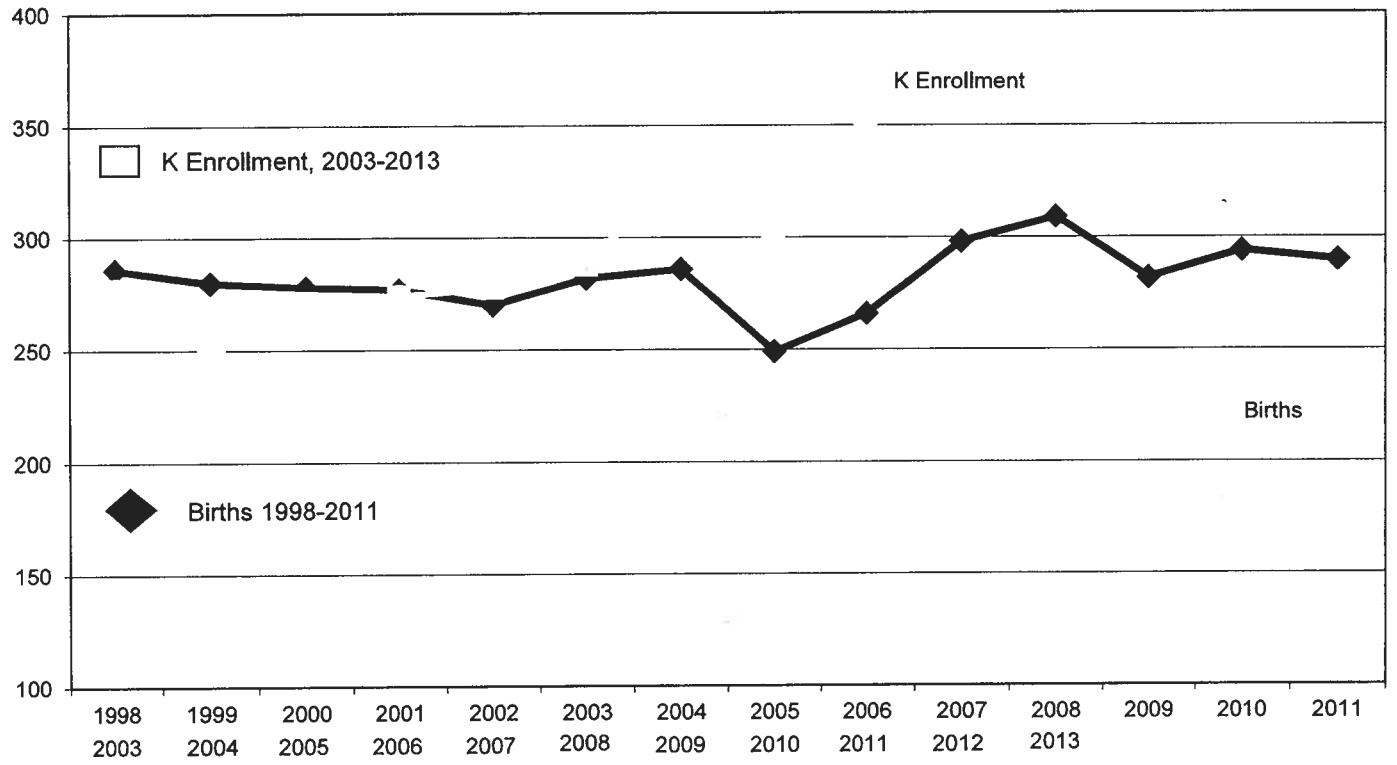
NESDEC

Belmont, MA Historical & Projected Enrollment

PK-12, 2003-2023



Belmont, MA Birth-to-Kindergarten Relationship



Belmont, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	48	0
2009	2	0
2010	11	4
2011	43	0
2012	27	0
2013	19 to Oct 31	0

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	28	499
2009-10	35	487
2010-11	36	482
2011-12	n/a	529
2012-13	37	n/a
2013-14	28	431

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	28	27	25	15	18	18	34	31	35	42	57	53	48	431

K-12 Home-Schooled Students	
2013	18

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2013	n/a

K-12 SpEd Outplaced Students	
2013	83

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2013	129

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

LIST OF APPENDICES

Report from the Class Size Advisory Group **APPENDIX A**

February 4, 2013

Process

At the request of the Superintendent, an advisory group was formed, including parent representatives from all six schools, administrators, teacher representatives from the Belmont Education Association, and a member of the School Committee. This group was charged with the task of "exploring various options for improving class sizes throughout the district and to propose various ways to manage the student population within available financial and physical resources and in light of the district's educational priorities." (Superintendent's memo, Nov. 7, 2012) Our process for investigating class size issues and evaluating options included the following.

1. The Brookings Institution's executive summary entitled *Class Size: What Research Says and What it Means for State Policy* was reviewed. Studies, considered to be rigorous and credible, had conflicting findings. While some studies found no benefits to smaller class sizes, others concluded that large reductions in class size (7-10 fewer students) did have long-term effects on student achievement. This increased academic achievement was greatest when introduced at the early grades and for students from less advantaged backgrounds. The research indicates that the quality of teaching is a greater factor in determining academic achievement than class size.

2. The Assistant Superintendent's *Class Size Report* (presented to School Committee on Nov. 13, 2012) was reviewed. The following data points were particularly relevant to our work.

BPS Class Size Guidelines

	Guidelines	Actual
K	18-22	19-22
1	19-23	20-26
2	19-23	21-25
3	20-24	16-26
4	20-24	18-26
5	20-24	25-28
6	22-26	20-29
7	22-26	17-31
8	22-26	13-30

Belmont High School

	#	%
Sections with 10 or fewer	6	2%
Number of sections with 11-15	30	8%
Number of sections with 16-20	110	31%
Number of sections with 21-25	135	38%
Number of sections with 26-30	68	19%
Number of sections over 30	3	<1%
Performing groups over 30	7	2%

3. Floor plans from each of the six schools were analyzed. While all six schools could free up space to accommodate additional classes, Wellington was the only school with classrooms currently unused.

4. Enrollment reports from the New England School Development Council (NESDEC) were considered.

5. Current class size data was analyzed and compared across the six schools.

6. The committee considered concerns and recommendations made by parents and teachers that were communicated to Dr. Kingston prior to the inception of the committee, as well as comments subsequently made to committee members. Each and every suggestion was evaluated to determine feasibility in light of issues faced by the entire school community. In addition, the committee was sensitive to the concerns of the overall Belmont community regarding the financial issues at stake in setting forth proposed solutions.

7. In light of the process outlined above, the advisory group identified specific classes/grades where we recommend that action be taken to reduce class size for the 2013-14 school year. Although the needs of the elementary schools are perhaps more acutely felt at this time, the committee's review showed significant concerns with current class size and enrollment in middle school which must be fairly addressed as part of both short and long-term solutions.

Recommendations for the 2013-2014 School Year

The task force identified two areas of immediate concern. We recommend that the district reduce class sizes in the following grades/schools:

1. Current 1st Grade Class at Wellington (for 2nd Grade Year)

There are 23-26 students in each of the five 1st grade classrooms at Wellington. This is well above the School Committee's suggested guideline of 19-23 per classroom. We recommend that the administration budgets for two additional teachers to allow for six 2nd grade classrooms in the 2013-2014 academic year. (There are currently four 2nd grade classes.) We do, however, recommend that any hiring is delayed until late spring or early summer so as to avoid spending unnecessary resources if the number of students should decrease.

While we recognize the sizable commitment that this recommendation suggests, it takes into consideration the size of the 1st grade cohort across the district. Currently, there are 347 students in 1st grade. This is the largest grade level enrollment K-12. If the district does not fund six 2nd grades at the Wellington, and instead freezes enrollment, there is little capacity for the other three elementary schools to absorb the overflow. The Winn Brook School already exceeds School Committee guidelines of 19-23 students with classes of 23-24. The Butler School has 21-24 students in 1st grade classrooms and the Burbank School has limited capacity to absorb students (currently 21-22) if they are to stay within recommended guidelines.

Assuming that there is capacity in another school, we recommend that enrollment continues to be monitored and frozen when class size exceeds the School Committee's guidelines.

We determined that redistricting was unlikely to resolve the class size issues at the Wellington School at this time. A shift of students, based on street address, would not necessary provide relief in the classrooms where it is needed. The differential in class sizes across the district in not overly significant. Redistricting could, therefore, result in overcrowding at one of the other buildings. Currently, Wellington is the only building where there is space to add classrooms without any impact on programs or services.

2. Current 5th Grade Class at Chenery (for 6th Grade Year)

This year's 5th grade classes range in size from 25-28 students. The School Committee's recommended guideline is 20-24 students per classroom. We recommend adding an additional two teachers to provide for another 6th grade team for the 2013/2014 academic year.

Suggestions for Long-term Planning

Enrollment reports from NESDEC were considered. The January 4, 2011 projections suggested an increase of approximately 800 students in the ten years to follow; however, the November 15, 2012 report projected an increase of approximately 450 students in the ten years to follow. Despite the variation in the NESDEC studies, it would appear that we can expect significant growth over the short and long-term. The Assistant Superintendent's class size report indicates that enrollment rose by 96 students from the 2011/12 school year to the 2012/13 school year (based on Oct. 1 reports).

- There may be an opportunity to reduce class sizes that are deemed unacceptably large by reallocating our staffing resources across the district. It is worth noting that 41% of the high school sections have fewer than 20 students. While the committee acknowledges the complexity of high school scheduling, we recommend that the distribution of staffing resources be examined in order to maximize efficiency across our system.

- We recommend studying the 7th grade academic model to see if there are any ways to make it more similar to the 8th grade model, which spreads the students across more academic sections thus reducing the class sizes.

- There may be opportunities to reduce class sizes by creating multi-grade level classrooms where appropriate. There are successful classroom models that combine two consecutive grade levels into one classroom. This could prove to reduce class size by allowing students to be more equitably distributed across two grade levels without adding a teacher/classroom. It would, however, require careful planning in order to be successful.

- In the event new housing or new developments are constructed in Belmont which will significantly impact enrollment, we recommend that redistricting be reevaluated at that time.

- Institute a policy of developer exactions or "impact fees" from developers whose projects will have an impact on our enrollment.

- Explore space planning at Chenery in regard to the LABBB Program.

- Given the constraints that the system is under, and in light of increasing enrollment, community expectations, and identified priorities, we strongly recommend that opportunities for greater funding be explored.

The committee was very sensitive to the concerns of the larger Belmont community when formulating its recommendations, particularly with regard to the financial impact of any such recommendations. The committee also recognized the high quality of education students obtain in Belmont, which is desirous to maintain. The committee balanced these factors when considering its recommendations.

It became quickly clear that any recommendation to address the issue of class size in Belmont would require additional funding. The committee therefore focused its efforts on creating both short and long-term solutions so that the greatest needs could be addressed in the most economic fashion in the short term, while anticipated needs could be budgeted for in order to avoid a crisis situation in the future. It should be noted that committee members themselves had differing views on how best to address the issues of class in our community. The recommendations proposed reflect a balanced consideration of these views and an ultimate agreement on the proposals.

Class Size Advisory Group

Martha Brown, Butler PTA

Janet Carey, Principal, Winn Brook School (chair)

Angela Chan, Wellington PTO

Lisa Connell, CMS faculty

Laurie Graham, School Committee

Heidi Johnson, Assistant Principal, CMS

Rosalind Kabrhel, Winn Brook PTA

Lisa Mehrez, BHS PTO

Selina Moeller, Burbank faculty

Christina Ramey, CMS PTO

Mark Sivers, Burbank PTA

Patty Soliozy, Director of Mathematics

NESDEC

Belmont, MA Historical Enrollment

APPENDIX B

School District: Belmont, MA

12/5/2013

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1998	286	2003-04	43	277	255	286	272	268	296	296	290	293	286	265	290	249	0	3623	3666
1999	280	2004-05	56	248	276	249	275	274	273	306	284	293	305	279	263	281	0	3606	3662
2000	278	2005-06	68	271	252	281	253	276	270	274	296	285	291	299	272	263	0	3583	3651
2001	277	2006-07	57	274	298	271	296	265	269	273	281	298	287	290	286	270	0	3658	3715
2002	270	2007-08	52	278	287	308	269	308	262	289	274	277	309	279	286	282	0	3708	3760
2003	282	2008-09	72	288	308	284	318	290	296	271	296	277	295	295	292	280	0	3790	3862
2004	286	2009-10	71	330	313	317	306	334	302	314	274	292	270	281	296	276	0	3905	3976
2005	249	2010-11	57	298	326	320	318	304	317	301	306	281	285	256	280	285	0	3877	3934
2006	266	2011-12	68	345	302	331	310	316	297	312	301	302	280	273	256	275	0	3900	3968
2007	298	2012-13	71	318	350	313	346	307	324	296	318	302	307	281	276	256	0	3994	4065
2008	309	2013-14	68	337	331	351	316	350	316	328	298	326	314	314	285	270	0	4136	4204

Historical Enrollment in Grade Combinations

Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2003-04	1358	1654	1950	2533	1175	879	583	1673	1090
2004-05	1322	1595	1901	2478	1156	883	577	1705	1128
2005-06	1333	1603	1877	2458	1125	855	581	1706	1125
2006-07	1404	1673	1946	2525	1121	852	579	1712	1133
2007-08	1450	1712	2001	2552	1102	840	551	1707	1156
2008-09	1488	1784	2055	2628	1140	844	573	1735	1162
2009-10	1600	1902	2216	2782	1182	880	566	1689	1123
2010-11	1566	1883	2184	2771	1205	888	587	1693	1106
2011-12	1604	1901	2213	2816	1212	915	603	1687	1084
2012-13	1634	1958	2254	2874	1240	916	620	1740	1120
2013-14	1685	2001	2329	2953	1268	952	624	1807	1183

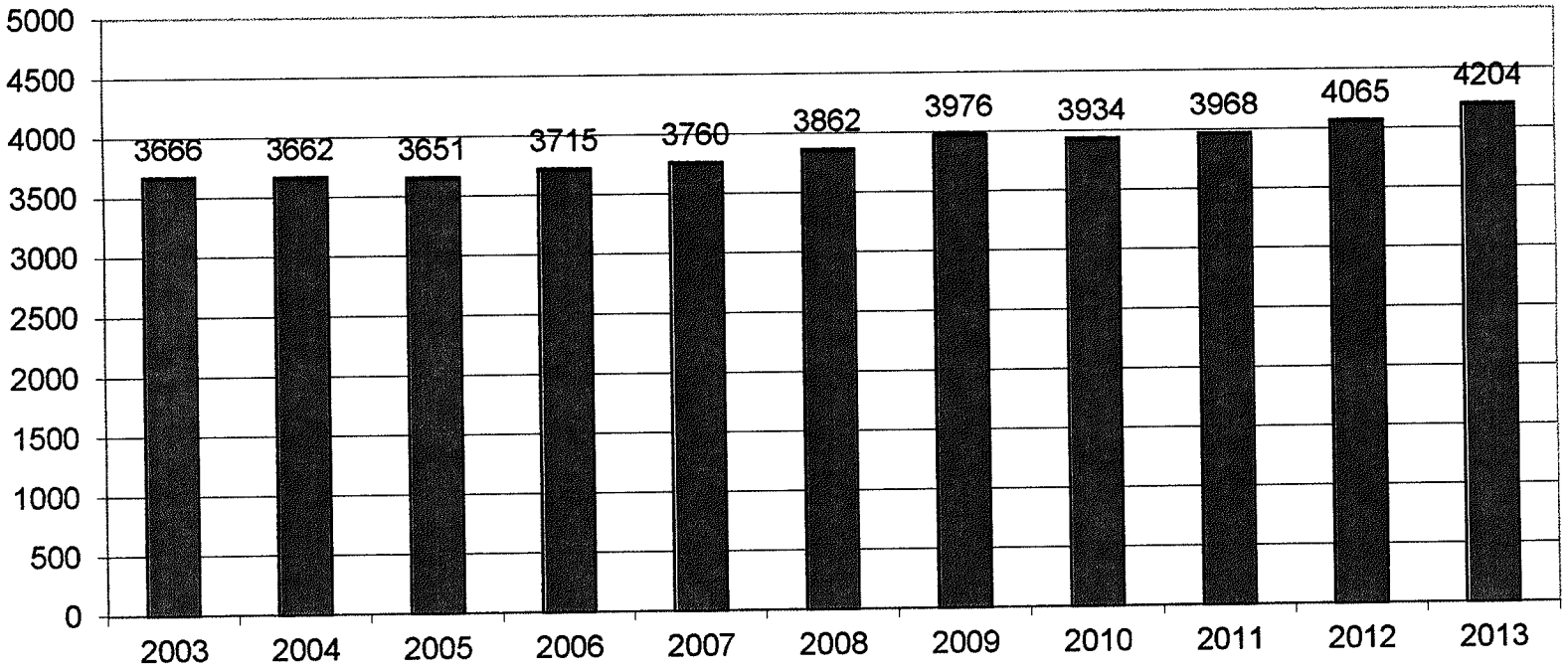
Historical Percentage Changes

Year	K-12	Diff.	%
2003-04	3623	0	0.0%
2004-05	3606	-17	-0.5%
2005-06	3583	-23	-0.6%
2006-07	3658	75	2.1%
2007-08	3708	50	1.4%
2008-09	3790	82	2.2%
2009-10	3905	115	3.0%
2010-11	3877	-28	-0.7%
2011-12	3900	23	0.6%
2012-13	3994	94	2.4%
2013-14	4136	142	3.6%
Change		**513**	**14.2%**

NESDEC

Belmont, MA Historical Enrollment

PK-12, 2003-2013



Belmont, MA Projected Enrollment

School District: Belmont, MA

12/5/2013

Enrollment Projections By Grade*

Birth Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	309		2013-14	68	337	331	351	316	350	316	328	298	326	314	314	285	270	0	4136	4204
2009	282		2014-15	69	325	345	337	354	316	354	315	331	300	332	312	317	281	0	4219	4288
2010	294		2015-16	70	339	332	351	340	353	319	353	318	333	305	330	315	313	0	4301	4371
2011	290	(est.)	2016-17	71	334	347	338	354	340	357	318	356	320	339	303	333	311	0	4350	4421
2012	295	(est.)	2017-18	72	339	342	353	341	353	344	356	321	358	326	337	306	329	0	4405	4477
2013	294	(est.)	2018-19	73	338	347	348	356	340	357	343	359	323	364	324	340	302	0	4441	4514
2014	291	(est.)	2019-20	74	335	346	353	351	355	344	356	346	361	329	362	327	336	0	4501	4575
2015	293	(est.)	2020-21	75	337	343	352	356	350	359	343	359	348	367	327	365	323	0	4529	4604
2016	292	(est.)	2021-22	76	337	345	349	356	355	354	358	346	361	354	365	330	360	0	4569	4645
2017	293	(est.)	2022-23	77	337	345	351	352	354	359	353	361	348	367	352	368	326	0	4573	4650
2018	293	(est.)	2023-24	78	337	345	351	354	351	358	358	356	363	354	365	355	363	0	4610	4688

*Projections should be updated on an annual basis.

Based on an estimate of births | Based on children already born | Based on students already enrolled

Projected Enrollment in Grade Combinations*

Year	K-4	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2013-14	1685	2001	2329	2953	1268	952	624	1807	1183
2014-15	1677	2031	2346	2977	1300	946	631	1873	1242
2015-16	1715	2034	2387	3038	1323	1004	651	1914	1263
2016-17	1713	2070	2388	3064	1351	994	676	1962	1286
2017-18	1728	2072	2428	3107	1379	1035	679	1977	1298
2018-19	1729	2086	2429	3111	1382	1025	682	2012	1330
2019-20	1740	2084	2440	3147	1407	1063	707	2061	1354
2020-21	1738	2097	2440	3147	1409	1050	707	2089	1382
2021-22	1741	2095	2453	3160	1419	1065	707	2116	1409
2022-23	1739	2098	2451	3160	1421	1062	709	2122	1413
2023-24	1738	2096	2454	3173	1435	1077	719	2156	1437

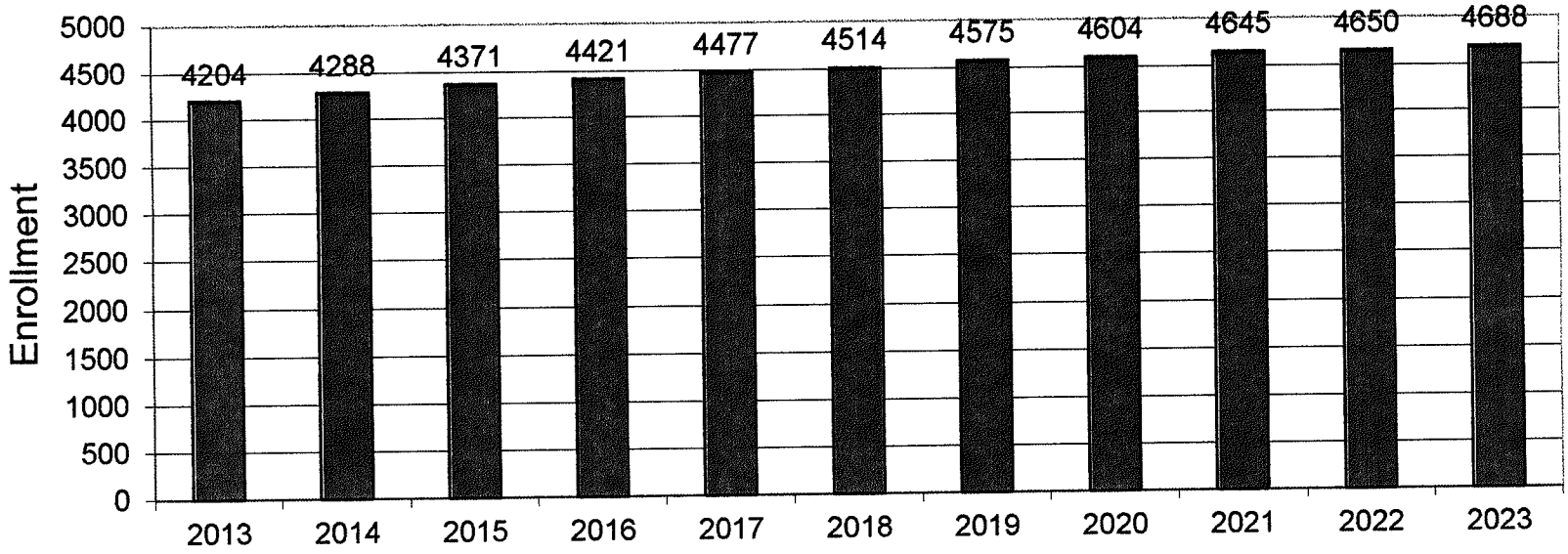
See "Reliability of Enrollment Projections" section of accompanying letter.
Projections are more reliable for Years #1-5 in the future than for Years #6 and beyond.

Projected Percentage Changes

Years	K-12	Diff.	%
2013-14	4136	0	0.0%
2014-15	4219	83	2.0%
2015-16	4301	82	1.9%
2016-17	4350	49	1.1%
2017-18	4405	55	1.3%
2018-19	4441	36	0.8%
2019-20	4501	60	1.4%
2020-21	4529	28	0.6%
2021-22	4569	40	0.9%
2022-23	4573	4	0.1%
2023-24	4610	37	0.8%
Change		**474**	**11.5%**

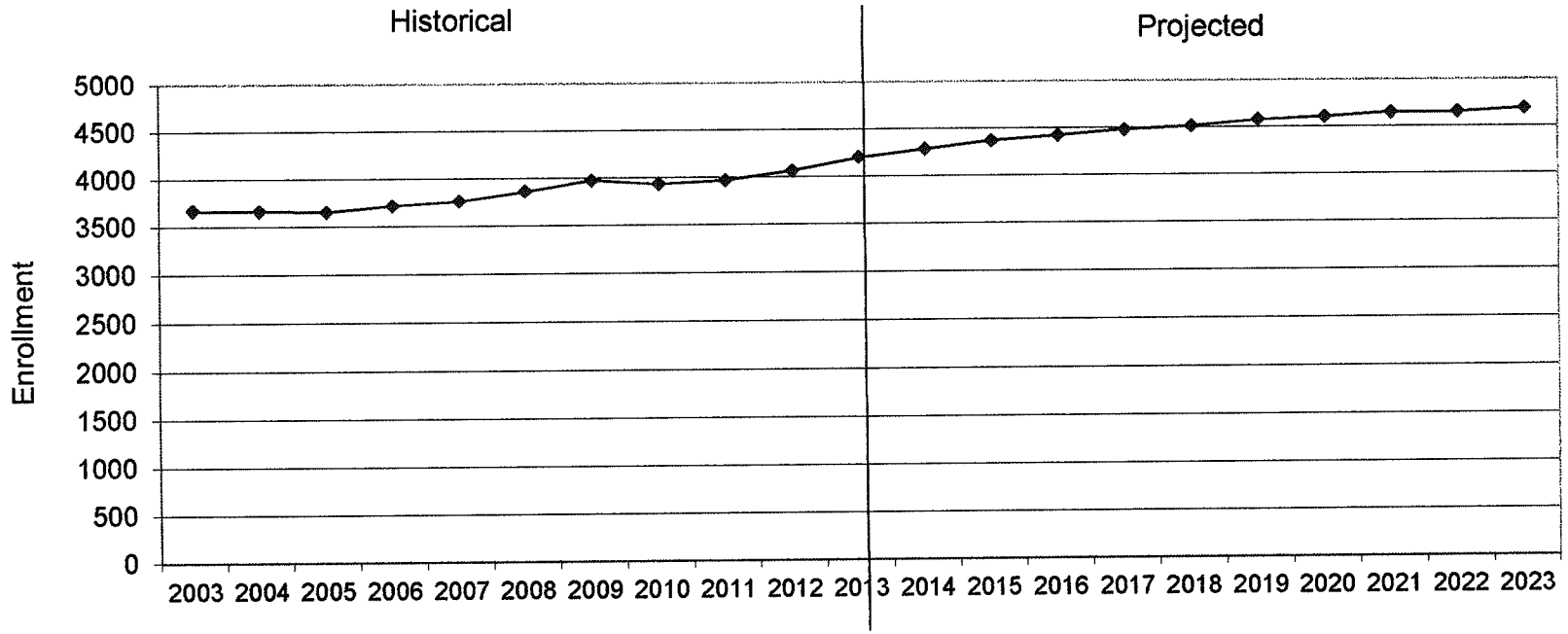
Belmont, MA Projected Enrollment

PK-12 TO 2023 Based On Data Through School Year 2013-14

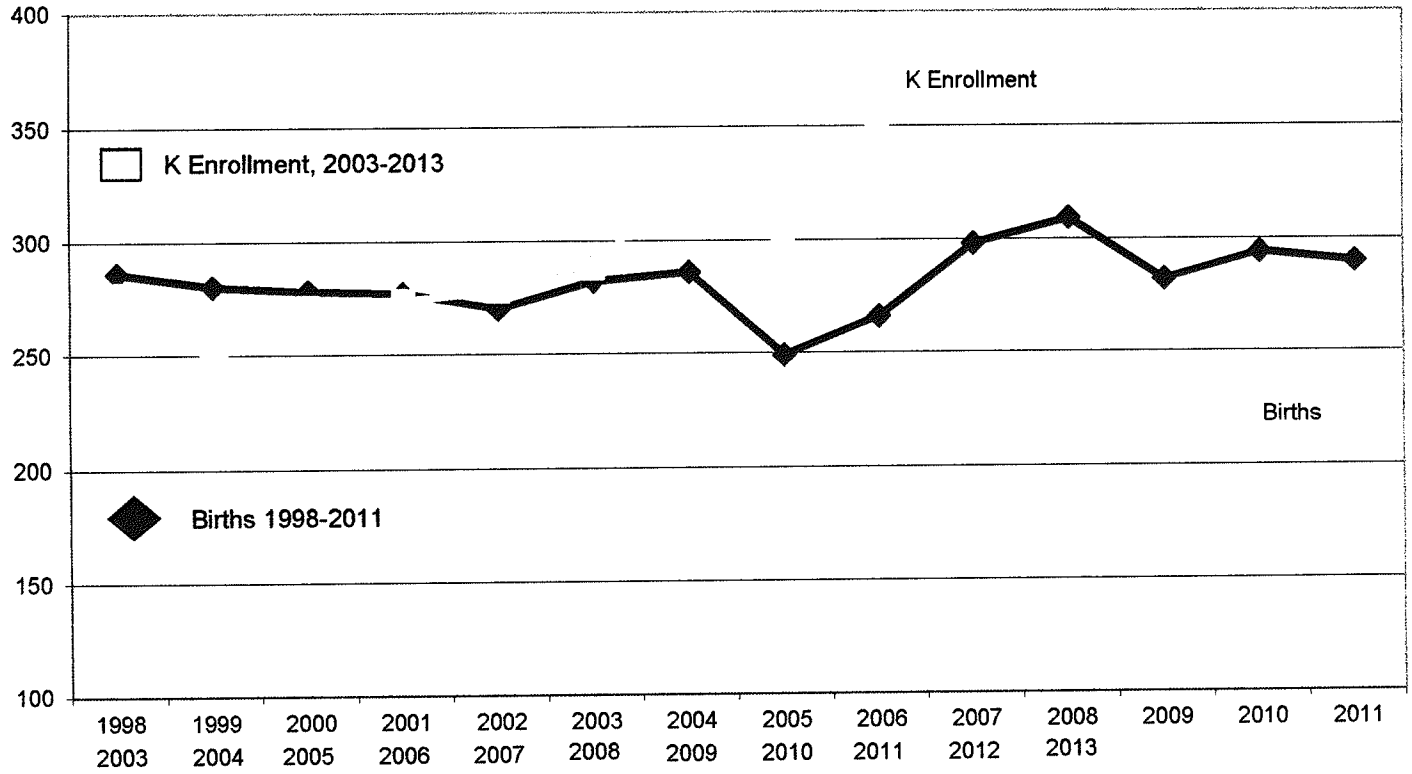


Belmont, MA Historical & Projected Enrollment

PK-12, 2003-2023



Belmont, MA Birth-to-Kindergarten Relationship



Belmont, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
2005	48	0
2009	2	0
2010	11	4
2011	43	0
2012	27	0
2013	19 to Oct 31	0

Source: HUD and Building Department

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
2005-06	28	499
2009-10	35	487
2010-11	36	482
2011-12	n/a	529
2012-13	37	n/a
2013-14	28	431

Residents in Non-Public Independent and Parochial Schools (Regular Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	28	27	25	15	18	18	34	31	35	42	57	53	48	431

K-12 Home-Schooled Students	
2013	18

K-12 Residents "Choiced-out" or in Charter or Magnet Schools	
2013	n/a

K-12 SpEd Outplaced Students	
2013	83

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2013	129

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

2008-09 Enrollment Projections

TO: Dr. Patricia A. Aubin, Superintendent of Schools, Belmont, MA
FROM: Donald Kennedy, Ed.D., Demographic Specialist
DATE: December 10, 2008
RE: Enrollment Projections

We are pleased to send you the enclosed documents displaying the past, present, and projected enrollments for the Belmont School District. We have used the figures given to us by the district and we assume that the method of collecting the enrollment data has been consistent from year to year.

NESDEC's enrollment projection totals from fall of 2007 came within 1.5% of the actual enrollment total for fall, 2008. Interestingly, at 9 of the 13 grade levels (especially in Grades 1, 4, 9, and 11), however, the number of students this fall was above the recent historic ratios; whether this was a one-time blip, or whether this may be the beginning of a new trend will be important to track. Although Belmont births have declined somewhat (284 births per year in the decade 1993-2002 v. about 270 at present-and-expected-for-6-7-years) the slow down is less than in nearby communities. Because the ratio of Kindergarteners to births (five years previous) has risen, the size of incoming Kindergarten classes in the next decade are forecast to be a bit larger than earlier years. That said, no one knows whether a prolonged recession may lead to fewer births as it did in the 1930's. Over the next decade, the K-4 enrollment is expected to be flat; Grades 5-8 may grow by 100 students; and the high school is forecast to grow by as much as 175 students.

If your district has need for further assistance in the area of long range facilities planning, we would urge you to call so that we might discuss our planning services which include our Demographic and Long-Range Enrollment Projection Studies.

We have enclosed suggestions for interpreting the printout and a brief description of the modified cohort survival methodology used in preparing the projections. As always, we would be delighted to hear from you regarding ways in which we might make the enrollment forecasts more useful to you. Please don't hesitate to call or email us at **ep@nesdec.org**. Best wishes for the school year.

Analyzing Your Enrollment

Historical Public Enrollments

1. After the "YEAR" column can be found the "BIRTHS" column. The number of births to residents for each of eleven years is displayed. Note any trends, e.g., have births been decreasing? increasing? leveling off? Kindergarten and Grade 1 enrollments are normally quite responsive to these fluctuations.

2. Look down the K and 1 columns and note the direction of the trend. This affords a comparison of these classes over a ten-year period. Add the K and Grade 1 enrollments of the first school year recorded, and compare them with the sum of the current K and Grade 1 enrollments.

3. Take the first K class and follow it diagonally to trace its movement to Grade 1, 2, etc. up to its current 10th grade status. This comparison (which can be accomplished for other classes also) gives some measure of the effects of migration in your school district. If a sixth grade class today is larger than it was as a K class six years ago, then in-migration has probably occurred; if it is smaller, then out-migration has probably occurred.

4. Compare each K class with the previous year's graduating class. Note which is larger and by what amount one surpasses the other. Larger graduating classes generally reflect declining enrollments; larger K classes generally indicate increasing enrollments.

5. In the "Grade Combinations" section, note the trends of elementary, middle school/junior high, and high school enrollments. A significant and consistent trend in these summaries usually results in the corresponding trend for projected enrollments. If enrollments are leveling off in the elementary grades after a period of decline, then the secondary enrollments might be expected to continue to decline for several years until the leveling off experience has had time to take hold at the secondary grades.

Enrollment Projections

1. Note the trends exhibited in the total K-12 (or 1-12) projection for the next five years as well as the projections for various grade combinations. The trends on this page should generally exhibit a continuation of the trends mentioned above for historical enrollments, although the rate of change may be quite different.

2. Look at the births in the most recent years and note whether the trend is up, down, or level.

3. Make similar comparisons as appropriate on this page as were suggested for the "Historical Public Enrollments" page.

PROJECTION METHODOLOGY

The cohort survival technique is the most frequently used method of preparing enrollment forecasts. NESDEC uses that technique, but modifies it in order to move away from forecasts which are wholly computer or formula driven. Such modification permits the incorporation of important, current town-specific information into the generation of the enrollment forecasts. Basically, percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2007-08, increased to 104 students in Grade 2 in 2008-09, the percentage of survival would have been 104% or a ratio of 1.04. Such ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics for a pre-determined number of years.

The ratios used are the key factors in the reliability of the projections, given the validity of the data at the starting point. The strength of the ratios lies in the fact that each ratio encompasses collectively the variables that account for increases or decreases in the size of a grade enrollment as it moves on to the next grade. Each ratio represents the cumulative effect of the following factors:

1. Real estate turnover and new residential construction;
2. Migration, in or out, of the schools;
3. Drop-outs, transfers, etc.;
4. Births to residents;
5. Retention in the same grade.

GENERAL COMMENT

Projections can serve as useful guides to school administrators for educational planning. In this regard, the projections are generally most reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments, and are useful for facility planning purposes. However, they should be viewed as subject to change given the possibility for change in the underlying assumptions. Annual updates allow for the identification of any recent changes in historical trends.

In light of this, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October. This service is available at no cost to affiliated school districts.

Using This Information Electronically

If you would like to extract the information contained in this report for your own documents or presentations, you can use Adobe Acrobat reader to convert the desired information to a "snapshot," which can be inserted into PowerPoint slides, Word documents, etc. Because the snapshot tool creates a graphic, the image is not editable.

Steps for Using The Snapshot Tool in Adobe Acrobat Reader 8.0:

1. Click on Tools Menu;
2. Choose "Select & Zoom;"
3. Choose "Snapshot Tool;"
4. Click and drag around the text, chart, and/or graphics that you would like to capture: your selection will be copied to the clipboard automatically;
5. Click in the document where you would like the information to appear;*
6. Give Paste command.

If you have an earlier version of Adobe Acrobat and these instructions don't work for you, contact your tech support person, or NESDEC and we will try to assist you. Telephone (508)481-9444 or ep@nesdec.org. Ask for Peggy, Don, or Carol.

*You may paste your snapshot onto a PowerPoint slide, onto an Excel sheet, or even into a graphics program to save as a separate graphic file (in .jpg or other format), so that it is available for inserting into future documents.

Belmont, MA Historical Enrollment

School District: Belmont, MA **Date:** 12/10/08

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
1993	306	1998-99	24	268	279	280	302	295	272	299	259	251	278	242	241	220	51	3537	3561
1994	291	1999-00	49	261	280	275	278	313	288	273	288	257	244	270	242	225	38	3532	3581
1995	282	2000-01	50	252	258	288	275	279	318	286	270	292	269	223	264	224	85	3583	3633
1996	284	2001-02	44	281	253	261	293	287	277	310	284	270	295	246	219	260	86	3622	3666
1997	282	2002-03	53	242	271	272	261	295	275	287	303	284	265	294	252	216	85	3602	3655
1998	286	2003-04	43	277	255	286	272	268	296	296	290	293	286	265	290	249	0	3623	3666
1999	280	2004-05	56	248	276	249	275	274	273	306	284	293	305	279	263	281	0	3606	3662
2000	278	2005-06	68	271	252	281	253	276	270	274	296	285	291	299	272	263	0	3583	3651
2001	277	2006-07	57	274	298	271	296	265	269	273	281	298	287	290	286	270	0	3658	3715
2002	270	2007-08	52	278	287	308	269	308	262	289	274	277	309	279	286	282	0	3708	3760
2003	282	2008-09	72	288	308	284	318	290	296	271	296	277	295	295	292	280	0	3790	3862

Historical Enrollment in Grade Combinations

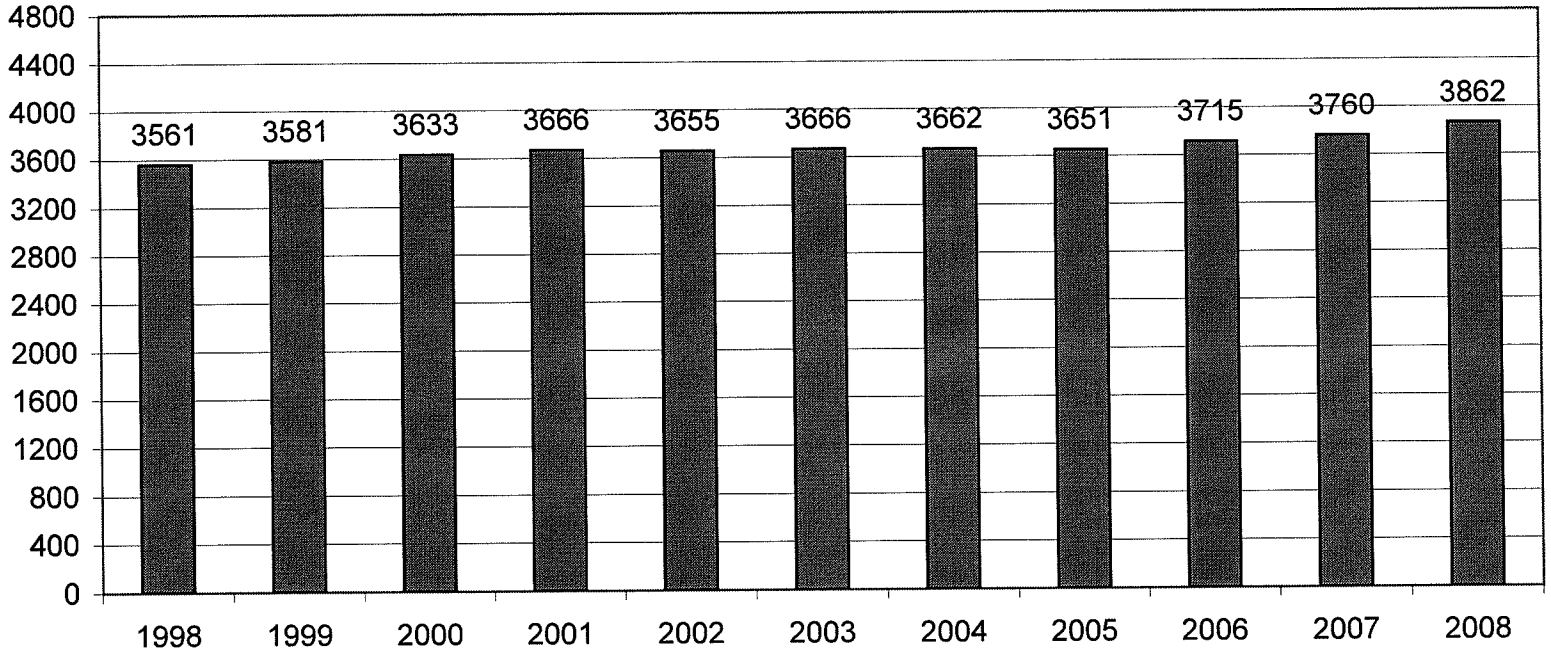
Year	PK-4	K-4	K-6	K-8	5-8	6-8	7-8	7-12	9-12
1998-99	1448	1424	1995	2505	1081	809	510	1491	981
1999-00	1456	1407	1968	2513	1106	818	545	1526	981
2000-01	1402	1352	1956	2518	1166	848	562	1542	980
2001-02	1419	1375	1962	2516	1141	864	554	1574	1020
2002-03	1394	1341	1903	2490	1149	874	587	1614	1027
2003-04	1401	1358	1950	2533	1175	879	583	1673	1090
2004-05	1378	1322	1901	2478	1156	883	577	1705	1128
2005-06	1401	1333	1877	2458	1125	855	581	1706	1125
2006-07	1461	1404	1946	2525	1121	852	579	1712	1133
2007-08	1502	1450	2001	2552	1102	840	551	1707	1156
2008-09	1560	1488	2055	2628	1140	844	573	1735	1162

Historical Percentage Changes

Year	Total	Diff.	%
1998-99	3537	0	0.0%
1999-00	3532	-5	-0.1%
2000-01	3583	51	1.4%
2001-02	3622	39	1.1%
2002-03	3602	-20	-0.6%
2003-04	3623	21	0.6%
2004-05	3606	-17	-0.5%
2005-06	3583	-23	-0.6%
2006-07	3658	75	2.1%
2007-08	3708	50	1.4%
2008-09	3790	82	2.2%
Change 1998-2008		**253**	**7.2%**

Belmont, MA Historical Enrollment

PK-12, 1998-2008



Belmont, MA Projected Enrollment

School District: Belmont, MA **Date:** 12/10/08

Enrollment Projections By Grade*

Year	Births		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2003	282		2008-09	72	288	308	284	318	290	296	271	296	277	295	295	292	280	0	3790	3862
2004	286		2009-10	73	286	308	317	291	331	283	305	272	296	285	288	294	288	0	3844	3917
2005	249		2010-11	74	249	306	317	325	303	323	291	307	272	305	278	287	290	0	3853	3927
2006	266		2011-12	75	266	266	315	325	338	295	333	292	307	280	297	277	283	0	3874	3949
2007	271	(est.)	2012-13	76	271	285	274	323	338	330	304	335	292	316	273	296	273	0	3910	3986
2008	271	(est.)	2013-14	77	271	290	294	281	336	330	340	306	335	301	308	272	292	0	3956	4033
2009	268	(est.)	2014-15	78	268	290	299	301	292	328	340	342	306	345	293	307	268	0	3979	4057
2010	265	(est.)	2015-16	79	265	287	299	306	313	285	338	342	342	315	336	292	303	0	4023	4102
2011	268	(est.)	2016-17	80	268	284	296	306	318	305	294	340	342	352	307	335	288	0	4035	4115
2012	269	(est.)	2017-18	81	269	287	293	303	318	310	314	295	340	352	343	306	330	0	4060	4141
2013	268	(est.)	2018-19	82	268	288	296	300	315	310	319	316	295	350	343	342	302	0	4044	4126

*Projections should be updated on an annual basis. Based on an estimate of births. Based on children already born. Based on students already enrolled.

Projected Enrollment in Grade Combinations*

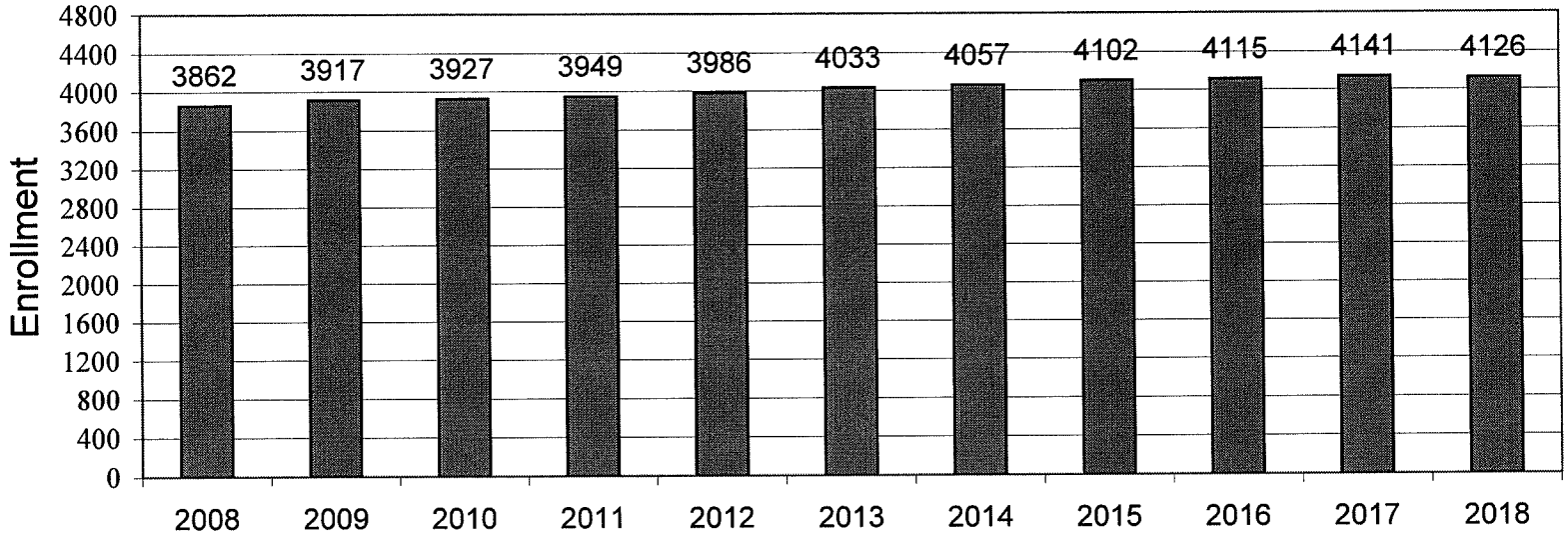
Year	PK-4	K-4	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2008-09	1560	1488	2055	2628	1140	844	573	1735	1162
2009-10	1606	1533	2121	2689	1156	873	568	1723	1155
2010-11	1574	1500	2114	2693	1193	870	579	1739	1160
2011-12	1585	1510	2138	2737	1227	932	599	1736	1137
2012-13	1567	1491	2125	2752	1261	931	627	1785	1158
2013-14	1549	1472	2142	2783	1311	981	641	1814	1173
2014-15	1528	1450	2118	2766	1316	988	648	1861	1213
2015-16	1549	1470	2093	2777	1307	1022	684	1930	1246
2016-17	1552	1472	2071	2753	1281	976	682	1964	1282
2017-18	1551	1470	2094	2729	1259	949	635	1966	1331
2018-19	1549	1467	2096	2707	1240	930	611	1948	1337

Projected Percentage Changes

Years	Total	Diff.	%
2008-09	3790	0	0.0%
2009-10	3844	54	1.4%
2010-11	3853	9	0.2%
2011-12	3874	21	0.5%
2012-13	3910	36	0.9%
2013-14	3956	46	1.2%
2014-15	3979	23	0.6%
2015-16	4023	44	1.1%
2016-17	4035	12	0.3%
2017-18	4060	25	0.6%
2018-19	4044	-16	-0.4%
Total Change 2008-2018		**254**	**6.7%**

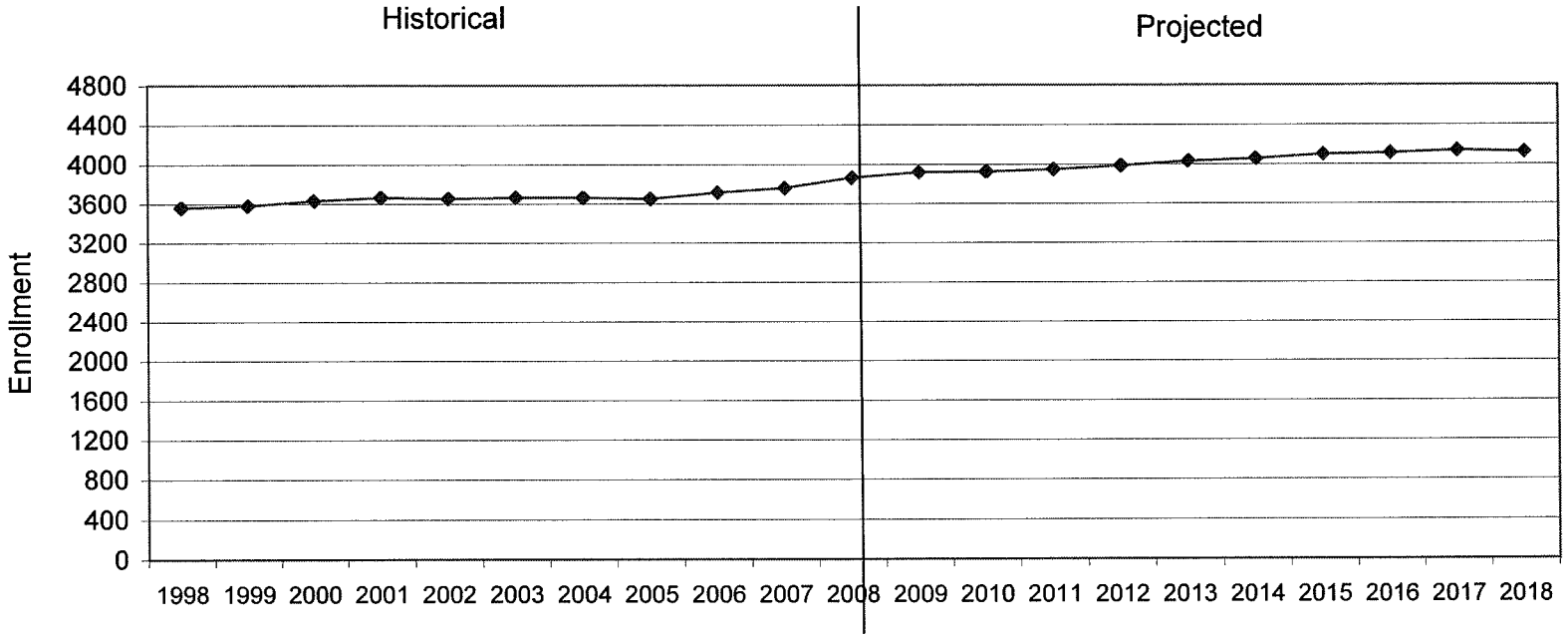
Belmont, MA Projected Enrollment

PK-12 TO 2018 Based On Data Through School Year 2008-09

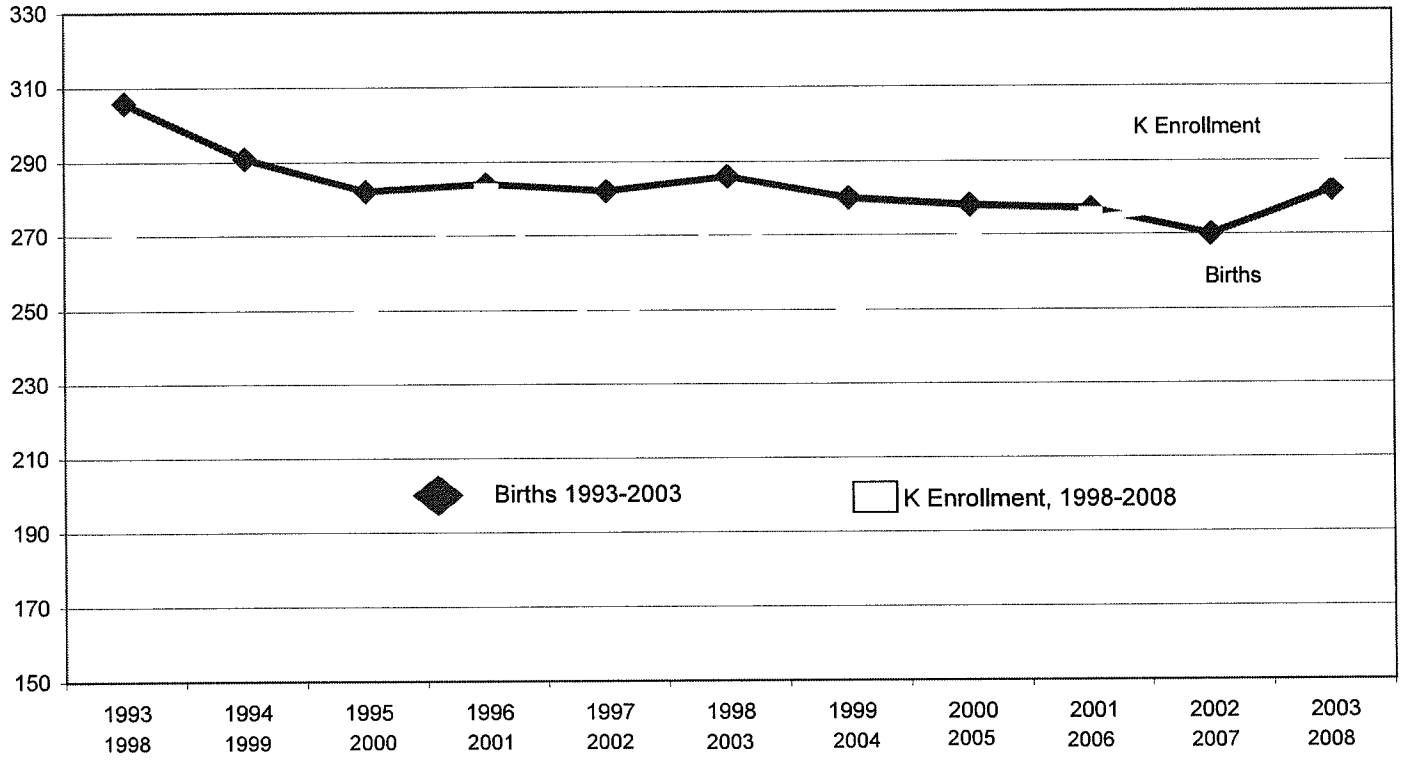


Belmont, MA Historical & Projected Enrollment

PK-12, 1998 TO 2018



Belmont, MA Birth-to-Kindergarten Relationship



Belmont, MA Additional Data

Building Permits Issued		
Year	Single-Family	Multi-Units
1998	1	14
2004	11	4
2005	48	0
2006	42	0
2007	1	2
2008	21 to 10/31	2

Source: HUD

Enrollment History		
Year	Voc-Tech 9-12 Total	Non-Public K-12 Total
1998-99	40	437
2004-05	27	482
2005-06	28	499
2006-07	22	514
2007-08	30	496
2008-09	33	498

Residents in Non-Public Independent and Parochial Schools (Regular Education)																
Enrollments Oct. 1, 2008	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	Ung.	Grand Total
	32	24	23	32	29	39	35	42	53	43	44	51	51	498	0	498

K-12 Home-Schooled Students	
2008	5

K-12 Residents Enrolled in Charter or Magnet Schools	
2008	0

K-12 SpEd Outplaced Students	
2008	76

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	
2008	0

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.

APPENDIX D

BELMONT PUBLIC SCHOOLS
1/1/2014 (UPDATE Since 10/1/13)

	Pre	K	1	2	3	4	TOTALS:	
BURBANK		23 (+1)	24	24 (+1)	24	25		
		22	23	23	24	26		
		23	24	23	24	24 (-1)		
		68 (+1)	**71**	**70 (+1)**	**72**	**75 (-1)**	**356**	**(+1)**
BUTLER		24 (+1)	23 (+1)	20 (-3)	24	24		
		23 (-1)	24 (+1)	22 (-1)	25	22 (-1)		
		22 (-2)	23 (-1)	23 (+1)	23	24 (-1)		
						17		
		69 (-2)	**70 (+1)**	**65 (-3)**	**72**	**87 (-2)**	**363**	**(-6)**
WELLINGTON	4 (+2)	24 (+1)	21 (+1)	24	22	24		
	14 (-1)	23 (+1)	20 (+1)	23 (-1)	23	24 (+1)		
	11 (+1)	22	21	24	22 (+1)	24 (+1)		
	22 (+1)	22	20 (-1)	24	23	24		
	24 (+4)	22	19	24				
		113 (+2)	**101 (+1)**	**119 (-1)**	**90 (+1)**	**96 (+2)**	**519**	**(+5)**
	75 (+7)						**75**	**(+7)**
WINN BROOK		22	24 (+1)	23	22 (+1)	22		
		22 (+1)	22	24	21	22		
		23	23	24 (+1)	21 (+1)	24		
		22	23	24	22 (+1)	23		
		89 (+1)	**92 (+1)**	**95 (+1)**	**86 (+3)**	**91**	**453**	**(+6)**

	Pre	K	1	2	3	4	
Total	**75**	**339**	**334**	**349**	**320**	**349**	**1766**

CHENERY MIDDLE

5	6	7	8	
322 (+6)	328	301 (+3)	326	1277 (+9)

HIGH SCHOOL

9	10	11	12	
312 (-2)	313 (-1)	286 (+1)	272 (+2)	1183

TOTAL ELEMENTARY	1766 (+13)	Total Out of District Belmont Students =	79
TOTAL SECONDARY	2460 (+9)	All Belmont Students =	4305
TOTAL ENROLLMENT	4226 (+22)	All Students in Belmont Buildings =	4287

LABBB

Butler	11	Wellington	12	CMS	24	BHS	14
TOTALS: LABBB	61	OOD*	9				

LABBB - *OUT OF DISTRICT - ON SITE BELMONT STUDENTS:

Elem.	4	CMS	5	HS	0

SPED

Out of District

LABBB - Served in Belmont	9	Collaboratives	10
LABBB - Served Elsewhere	21	Private Placements	39

APPENDIX E

Data from the Town Clerk's office as of December 27, 2013

TOTAL NEW RESIDENCIES =	**428**
TOTAL RENTAL UNITS =	**151**
TOTAL CHILDREN =	**821**

% Owned	**64.72%**
% Rentals	**35.28%**

	# Minors by Precinct	New Residencies / Prc	% Rental / Prct
Precinct 1	**125**	56	23.21%
Precinct 2	**96**	43	27.91%
Precinct 3	**110**	58	32.76%
Precinct 4	**111**	64	42.19%
Precinct 5	**119**	65	38.46%
Precinct 6	**98**	48	31.25%
Precinct 7	**104**	59	45.76%
Precinct 8	**58**	35	37.14%

Time of Year of Registrations for School

January	5	August	96
February	15	September	31
March	30	October	10
April	64	November	13
May	58	December	14
June	33		
July	59	Total Entered	223

77	PARENT MOVE-IN QUESTIONNAIRE
2	Lived in Belmont before
65	The Quality of the Schools
9	Proximity to Cambridge
11	Proximity to Harvard
1	New job
12	Quality of Neighborhood/Community
8	Proximity to work
2	Proximity to Boston
2	Friends live in Belmont
1	Safety/Security of the Town
1	Grew up in Belmont and am returning
6	Good Public Transportation
1	Relative Affordability
1	Overall Location
1	Proximity to MIT
2	Availability of Housing
2	Proximity to family
1	Personal circumstances (undefined)
1	Proximity to LDS Temple

Moved From

Massachusetts (28)

Natick
Jamaica Plain
Waltham, MA (2)
Needham, MA
Cambridge, MA (5)
Somerville, MA (2)
Watertown, MA (6)
Allston, MA (2)
Boston, MA (2)
Medford, MA
Milford, MA
Newton, MA
Sutton, MA
Rutland, MA
So. Hamilton, MA

International (20)

Korea (3)
Madrid, Spain
London, England
Greece
China (7)
Garmisch, Germany
Istanbul, Turkey
"Overseas"
Santiago, Chile
Brazil (2)
Japan

Not New Residents, Just New Student (5)

1 transfer from International School of Boston
3 transfer from private school
1 transfer from parochial school

Transferred from another state (24)

Gilbert, AZ
Santa Clara, CA
Hamden, CT
Sequron, WA
Baltimore, MD
State College, PA
Minneapolis, MN
Williston, VT
Williamson Co., TN
Providence, RI
St. Paul, MN
Crofton, MD
Ridgefield, CT
Salt Lake City, UT
Moscow, ID
Chesterfield, MO
Michigan
Summerville, SC
Alaska
La Jolla, CA
Berkeley, CA
Ithaca, NY
Princeton, NJ
Washington, DC

Massachusetts School and District Profiles
Belmont

Enrollment Data

APPENDIX H

Enrollment by Race/Ethnicity (2012-13)		
Race	% of District	% of State
African American	3.9	8.6
Asian	14.7	5.9
Hispanic	3.7	16.4
Native American	0.0	0.2
White	72.3	66.0
Native Hawaiian, Pacific Islander	0.1	0.1
Multi-Race, Non-Hispanic	5.1	2.7

Enrollment by Gender (2012-13)		
	District	State
Male	2,007	489,289
Female	2,058	465,484
Total	4,065	954,773

Enrollment by Grade (2012-13)																	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
Belmont High	0	0	0	0	0	0	0	0	0	0	308	280	276	256	0	-	1,120
Daniel Butler	0	62	67	69	82	58	0	0	0	0	0	0	0	0	0	-	338
Mary Lee Burbank	0	65	65	62	68	66	0	0	0	0	0	0	0	0	0	-	326
Roger E Wellington	71	104	124	95	101	101	0	0	0	0	0	0	0	0	0	-	596
Winn Brook	0	87	94	87	95	82	0	0	0	0	0	0	0	0	0	-	445
Winthrop L Chenery Middle	0	0	0	0	0	0	324	296	318	302	0	0	0	0	0	-	1,240
District	71	318	350	313	346	307	324	296	318	302	308	280	276	256	0	-	4,065

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STUDENT INFORMATION MANAGEMENT SYSTEM
REPORT 5
ENROLLMENT STATISTICS
DISTRICT SUMMARY
OCT 2013 (FY14)

00260000Belmont 2013-11-06 12:10:18.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	68	14	20	304	331	352	316	350	316	328	298	326	314	314	285	270	0	4206

Gender	Male	Female
	2086	2120

LEP by ELL Program

Limited English Proficiency Populations	Total LEP	Not ELL Program	Sheltered	Two-way Bilingual		Opted-Out	LEP Yrs. In U.S., Recently Arrived
	173	0	172	0	0	1	105

Other Populations	Low Income	Immigrant	SPED Age 3-5	SPED Age 6-21	Title I	Title I School Choice	FLNE
	309	159	42	283	36	0	755

Attendance	Membership		Attendance			Unexcused Absences	
	Max	Min	Max	Min	ADA	Max	Min
	20	1	20	0	98.3	20	0

504 Plan # 90

Race

01 White	2949
02 Black or African American	154
03 Asian	703
04 American Indian or Alaskan Native	4
05 Native Hawaiian or Other Pacific Islander	3
06 White & Black or African American	38
07 White & Asian	151
08 White & American Indian or Alaska Native	5
09 White & Native Hawaiian or Other Pacific Islander	3
10 Black or African American & American Indian or Asian	3
13 Asian & American Indian or Alaska Native	5
15 American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	17
16 White & Black or African American & Asian	7

17 White & Black or African American & American Indian or Alaska Native	1
19 White & Asian & American Indian or Alaska Native	1
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
23 Black or African American & Asian & Native Hawaiian or Other Pacific Islander	1
28 White & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	1
31 White & Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	134
34 Black or African American (Hispanic/Latino)	8
35 Asian (Hispanic/Latino)	2
38 White & Black or African American (Hispanic/Latino)	5
39 White & Asian (Hispanic/Latino)	3
40 White & American Indian or Alaska Native (Hispanic/Latino)	2
46 Asian & Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	2
63 White & Black or African American & Asian & American Indian or Alaska Native & Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	2

Note: For information on how these results were compiled from the SIMS data, please see the document 'Explanation of SIMS Summary Reports', available on our website at:

APPENDIX I

STUDENT GROWTH RATES IN COMPARABLE COMMUNITIES

Town	2009-10	2010-11	2011-12	2012-13	Change from 2009-10	Change from 2011-2012
BELMONT	3974	3928	3961	4065	2.29%	2.63%
Arlington	4713	4808	4858	4903	4.03%	0.93%
Bedford	2429	2383	2443	2514	3.50%	2.91%
Burlington	3711	3652	3626	3606	-2.83%	-0.55%
Lexington	6182	6366	6397	6506	5.24%	1.70%
Marblehead	3232	3206	3170	3251	0.59%	2.56%
Watertown	2613	2649	2659	2688	2.87%	1.09%
Wayland	2738	2686	2684	2712	-0.95%	1.04%
Wellesley	4868	4892	4986	4954	1.77%	-0.64%
Westford	5273	5291	5286	5269	-0.08%	-0.32%
Winchester	4198	4282	4357	4396	4.72%	0.90%

Data based upon DESE October 1 Report

Uplands Development (min 20% affordable)

Standard Units			
	Number	Multiplier	Total
One Bedroom	158	0.06	9.48
Two Bedroom	69	0.44	30.36
Three Bedroom*	11	0.61	6.71
Affordable Units			
One Bedroom	40	0.20	8
Two Bedroom	17	0.84	14.28
Three Bedroom*	3	1.17	3.51
Total			72.34
	298	say:	73
* extrapolated using two bedroom data			

Cushing Village (min 10% affordable)

Standard Units			
	Number	Multiplier	Total
One Bedroom	49	0.06	2.94
Two Bedroom	54	0.44	23.76
Affordable Units			
One Bedroom	6	0.20	1.2
Two Bedroom	6	0.84	5.04
Total			32.94
	115	say:	33

APPENDIX K

Number of Elementary Classrooms

Jan-14		Avg Size	Guideline
Pre K	5	15	na
K	15	22.6	18-22
1st	15	22.3	19-23
2nd	15	23.3	19-23
3rd	14	22.9	20-24
4th	15	23.3	20-24

Class Size Guidelines

APPENDIX L

5-8

	Guidelines	2013-14 Average	2013-14 Range
Grade 5	20-24	26	24-27
Grade 6	22-26	23	18-30
Grade 7	22-26	20	11-31
Grade 8	22-26	22	13-31

Averages by Department

- English
  - CP 20
  - Honors/AP 25
- Fine/Performing Arts
  - 23
- Foreign Language
  - CP 20
  - Honors/AP 22
- Physical Education
  - 20
- Math
  - CP 20
  - Honors 27
- Science
  - CP 23
  - Honors/AP 24
- Social Studies
  - CP 22
  - Honors/AP 26

APPENDIX N

Class Size Guidelines:

Unit A Contract: Article Nineteen

19.2 Whenever it is administratively possible and economically feasible:

a) The maximum pupil load for High School teachers in the major academic areas (i.e., English, World Languages, Mathematics, Science, Social Studies and Business) shall be 125 students per teacher. This shall not circumscribe the scheduling of classes for cooperative or other types of large or small group instruction.

b) Excluding band, chorus, orchestra and ensemble groups, maximum class sizes at the Middle School will be as follows: 24 for laboratory courses, 30 for Physical Education, and 25 for all other courses not limited by state and/or safety regulations. When no other alternative exists, to insure flexibility in programming, and to accommodate the needs of all students, non-laboratory class enrollments may be increased to a maximum of 30.

SC Policy:

The Belmont Public Schools will maintain class sizes that ensure effective instruction and efficient use of personnel. Class sizes will be determined by the nature of the subjects taught, student needs and abilities, teacher availability, equity of workload and contractual agreements.

BPS Class Size Guidelines

	Guidelines	
K	18-22	
1	19-23	
2	19-23	
3	20-24	
4	20-24	
5	20-24	
6	22-26	
7	22-26	
8	22-26	

APPENDIX O

Massachusetts School and District Profiles
Massachusetts School and District Profiles
Belmont

2012 Mobility Rates

Student Group	Churn/Intake Enroll	% Churn	% Intake	Stability Enroll	% Stability
All Students	4,055	4.4	2.7	3,975	97.5
ELL	134	30.6	23.1	114	81.6
High needs	769	11.7	8.3	723	93.9
Low income	299	8.4	5.4	290	94.5
Students w/disabilities	382	7.9	6.0	363	97.0
Afr. Amer./Black	175	10.3	5.7	168	93.5
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	605	10.7	7.1	575	93.9
Hispanic/Latino	153	5.9	5.2	145	99.3
Multi-race, Non-Hisp./Lat.	199	4.0	2.0	195	97.9
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	2,919	2.7	1.6	2,887	98.4

* **NOTE:** Mobility rates will not be publicly reported for enrollments of fewer than 6.

APPENDIX P

COMPARISON OF ELEMENTARY ENROLLMENTS: October 1, 2012 to October 1, 2013

		Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	TOTAL
BURBANK								
	2012		65	65	62	68	66	326
	2013		67	71	69	72	76	355
Difference			2	6	7	4	10	29

		Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	TOTAL
BUTLER								
	2012		62	67	69	82	58	338
	2013		71	69	68	72	89	369
Difference			9	2	-1	-10	31	31

		Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	TOTAL
WELLINGTON								
	2012	71	104	124	95	101	101	596
	2013	68	111	100	120	89	94	582
Difference		-3	7	-24	25	-12	-7	-14

		Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	TOTAL
WINN BROOK								
	2012		87	94	87	95	82	445
	2013		88	91	94	83	91	447
Difference			1	-3	7	-12	9	2
ELEMENTARY TOTALS		-3	19	-19	38	-30	43	48

APPENDIX Q

COMPARISON OF MIDDLE AND HIGH SCHOOL ENROLLMENTS: October 1, 2012 to October 1, 2013

	Grade 5	Grade 6	Grade 7	Grade 8	TOTAL + / -
CHENERY MIDDLE SCHOOL					
2012	324	296	318	302	1240
2013	316	328	298	326	1268
Difference	-8	32	-20	24	28

	Grade 9	Grade 10	Grade11	Grade 12	
BELMONT HIGH SCHOOL					
2012	307	281	276	256	1120
2013	314	314	285	270	1183
Difference	7	33	9	14	63

OUT OF DISTRICT					
2012	80				80
2013	83				83
Difference	3				3

TOTAL ENROLLMENT					
2012	4145				
2013	4287				142

Enrollment Trends
by Year of Graduation

APPENDIX R

Year of Graduation	Oct. 1, 2010	Oct. 1, 2011	Difference (2010-11)	Oct. 1, 2012	Difference (2011-12)	Oct. 1, 2013	Difference (2012-13)	
2011	285	n/a	n/a	n/a	n/a	n/a	n/a	graduated June 2011
2012	280	275	-5	n/a	n/a	n/a	n/a	graduated June 2012
2013	256	256	0	256	0	n/a	n/a	graduated June 2013
2014	285	273	-12	276	3	270	-6	current grade 12
2015	281	280	-1	281	1	285	4	current grade 11
2016	306	302	-4	307	5	314	7	current grade 10
2017	301	301	0	302	1	314	12	current grade 9
2018	317	312	-5	318	6	326	8	current grade 8
2019	304	297	-7	296	-1	298	2	current grade 7
2020	318	316	-2	324	8	328	4	current grade 6
2021	320	310	-10	307	-3	316	9	current grade 5
2022	326	331	5	346	15	350	4	current grade 4
2023	298	302	4	313	11	316	3	current grade 3
2024	n/a	345	n/a	350	5	351	1	current grade 2
2025	n/a	n/a	n/a	318	n/a	331	13	current grade 1
2026	n/a	n/a	n/a	n/a	n/a	337	n/a	current Kindergarten
Total, K-12, in-district	3877	3900	23	3994	94	4136	142	

Comparison: entering K class vs. graduating 12th grade class

	2010 to 2011	2011 to 2012	2012 to 2013
K	345	318	337
Grade 12	285	275	256
difference	60	43	81

Enrollment Trends
2003 to 2013

APPENDIX S

Year of Graduation	Oct. 1, 2003	Oct. 1, 2004	Oct. 1, 2005	Oct. 1, 2006	Oct. 1, 2007	Oct. 1, 2008	Oct. 1, 2009	Oct. 1, 2010	Oct. 1, 2011	Oct. 1, 2012	Oct. 1, 2013	
2004	249											graduated June 2004
2005	296	286										graduated June 2005
2006	290	287	286									graduated June 2006
2007	316	300	294	288								graduated June 2007
2008	293	308	299	286	282							graduated June 2008
2009	290	293	291	290	286	280						graduated June 2009
2010	296	284	285	287	279	292	276					graduated June 2010
2011	296	306	296	298	309	295	296	285				graduated June 2011
2012	268	273	274	281	277	295	281	280	275			graduated June 2012
2013	272	274	270	273	274	277	270	256	256	256		graduated June 2013
2014	286	275	276	269	289	296	292	285	273	276	270	current grade 12
2015	255	249	253	265	262	271	274	281	280	281	285	current grade 11
2016	277	276	281	296	308	296	314	306	302	307	314	current grade 10
2017		248	252	271	269	290	302	301	301	302	314	current grade 9
2018			271	298	308	318	334	317	312	318	326	current grade 8
2019				274	287	284	306	304	297	296	298	current grade 7
2020					278	308	317	318	316	324	328	current grade 6
2021						288	313	320	310	307	316	current grade 5
2022							330	326	331	346	350	current grade 4
2023								298	302	313	316	current grade 3
2024									345	350	351	current grade 2
2025										318	331	current grade 1
2026											337	current Kindergarten
Total, K-12, in-district	3684	3659	3628	3676	3708	3790	3905	3877	3900	3994	4136	

Enrollment Trends
2003 to 2013

	Graduating class	Entering K class	Difference
2013	256	337	81
2012	275	318	43
2011	285	345	60
2010	276	298	22
2009	280	330	50
2008	282	288	6
2007	288	278	-10
2006	286	274	-12
2005	286	271	-15
2004	249	248	-1

APPENDIX T

WITHDRAWALS: 2011-2012

DISTRICT WIDE						
Grade	**dropout**	**Transferred to public**	**Transferred to private**	**Transferred - out of state**	**Transferred - homeschooled**	**Graduated**
PK	0	4	5	0	1	0
K	0	4	1	9	0	0
01	0	7	0	7	1	0
02	0	10	2	11	0	0
03	0	11	1	6	1	0
04	0	11	1	2	1	0
05	0	6	7	15	1	0
06	0	4	8	18	0	0
07	0	3	2	8	0	0
08	0	3	4	11	0	0
09	0	13	12	6	1	0
10	1	6	9	9	0	0
11	1	2	5	16	0	0
12	1	1	0	6	0	270
Total	**3**	**85**	**57**	**124**	**6**	**270**

School Year 2011-2012

Total = **545**

NOTES
- manually added up
- preschool started at wellington 9/2011

APPENDIX U

DISTRICT WIDE Grade	Withdrawals dropout	2012-2013 Transferred to Public School	Transferred to Private School	Transferred Out of State	Transferred Homeschooled	
PK	0	3	2	5	0	0
K	0	6	2	6	0	0
01	0	17	5	14	1	0
02	0	12	1	12	2	0
03	0	14	8	16	0	0
04	0	9	1	12	0	0
05	0	6	7	10	2	0
06	0	11	3	15	0	0
07	0	4	7	8	0	0
08	0	4	3	10	2	0
09	1	14	13	4	0	0
10	0	13	6	15	1	0
11	1	6	2	9	0	0
12	5	0	0	3	0	269
Total	**7**	**119**	**60**	**139**	**8**	**269**

School Year 2012-2013

TOTAL = 602

APPENDIX V

DISTRICT WIDE	2011-2012
Grade	entered
PK	77
K	322
01	40
02	48
03	27
04	29
05	0
06	2
07	23
08	20
09	0
10	0
11	21
12	7
Total	616

DISTRICT WIDE	2012-2013
Grade	entered
PK	41
K	288
01	55
02	42
03	54
04	24
05	31
06	29
07	30
08	24
09	30
10	20
11	25
12	12
Total	705

PROJECT MINUTES

Project:	Belmont Public Schools	Project No.:	14024
Prepared by:	Jason Dewiler	Meeting Date:	10/16/2014
Re:	Principal Interviews	Meeting No:	1
Distribution:	Attendees, (MF)		

Attendees:

SMMA	Belmont Public Schools	
Jason Detwiler	Arto Asadoorian	Ken Kramer
Alex Pitkin	Lindsey Rinder	Mike McAllister
	Janet Carey	Amy Spangler
	Tricia Clifford	Kristen St. George
	Jim Davis	Sherri Turner

Item #	Discussion
Amy Spangler, Principal Wellington Elementary (MSBA NA – New School)	
1.	The newly operated school is full. It would be very hard to accommodate anything larger than the current 5th class section/grade. School also holds Pre-K program. Less pressure on small school core.
2.	There is a "bubble class" moving through the school, currently in third grade, that requires a 5th class section. Adding classes above the 5th section will effect gym music and art class as those spaces can't grow and class size will have to increase which affects the class equality between schools in the district.
3.	If Pre-K was moved to another location, LABBB could replace it possibly relieving population strains at other schools including the Chenery Middle School. Wellington is not opposed to hosting Middle School LABBB if it would help with accommodating rising student population issues.
4.	LABBB is organized by grade level and needs.
5.	After school care is in high demand. Currently the PTA runs the program for Wellington as a non-profit.
6.	Licensed after school care spaces could be used for daytime classes but that would leave a 20 minute window to set the space up between the two uses.
7.	Pre-K and SPED require a lot of storage space which is not always available.
8.	There are acoustic issues within the schools classroom spaces which is being addressed.
9.	The school currently has laptop carts. There is no computer lab. A lab is desired for student testing.
10.	The Cafeteria is small and can only fit one grade at a time.
11.	Gym egress is a concern, but it meets Code. It limits the number of assemblies that are held. Another exit to the exterior is desired.

Item #	Discussion
12.	Would like direct access for the administration office to the outside. The main office is referred to as the "Glass Box."
13.	Parking is an issue. Ninety nine people work at Wellington and there are not enough parking spots to serve all the drivers.
14.	Students being dropped off by automobile cause a lot of congestion in the surrounding neighborhood.
Janet Carey, Principal Winn Brook Elementary (MSBA 1/1)	
15.	The school is full. The only suggested possible room for classroom expansion is into the After School Care licensed space which would be difficult because off the limited time for the rearrangement of furniture between the different uses each day.
16.	"Response to Intervention" is an early first step before a SPED evaluation. Students work in small groups and can be tutored. Space for this activity is found throughout the school where possible.
17.	There is no direct line of site from the main office to the main entry. This is a security concern
18.	The Art space is adequate and currently serves one teacher part time.
19.	The Music space is adequate.
20.	The P.E. space is currently operating at capacity.
21.	The space designated for ELL is too small. A second part time teacher holds lessons on the stage in the Cafetorium.
22.	Winn Brook does not currently have any science classrooms. It is believed that the school originally had one.
23.	Janet Carey oversees the elementary schools' Curriculum Center which are currently housed in the Winn Brook School. There is an expressed desire to keep these spaces at Winn Brook.
24.	The after school care program is very popular. After school care is run by an outside organization not the PTA.
25.	The school lacks proper "cool down spaces" for autistic students.
26.	There is no exterior alarm to alert teachers and students of a school lock down. This is a security concern.
27.	It was expressed that one Computer Lab is not enough. The preference is to hold test evaluations in a designated Lab and not within the classroom on laptops.
28.	Waterhouse Street gets congested during drop off and pick up and people dropping students off try to use the u-shaped school drive which becomes a safety concern for students. This drive is blocked off during drop off and pick up.
29.	Would like to see the play area to the south of the building, outside of the Curriculum Center, removed.
30.	There are difficulties with accommodating the instrumental music program. There are cellos in the library along with students trying to do a phonics computer program. Violins are crammed into a space that used to be storage.

Project: **Belmont Public Schools**
Meeting Date: **10/16/2014**
Meeting No.: **1**

Item #	Discussion
Mike McAllister, Principal Butler Elementary (MSBA 2/1)	
31.	The physical condition of the building is contributed to a combination of its age and lack of proper maintenance.
32.	The location is of the Kindergarten classes is ideal. The large corridor outside of the classrooms is somewhat private and the classes often use the corridor.
33.	The school lacks a “Community Room” - one is desired.
34.	The Butler Extend Day Program (BEDP) before and after school is very popular. An estimated 1/3 of Butler students participate in this program and it is viewed as essential. The program uses many spaces on the Lower Level of the school.
35.	Splitting OT and PT into separate rooms has been considered to limit distraction. However, this would require taking over one of the BEDP spaces and is not desirable.
36.	Rooms on the lower level are spacious.
37.	The LABBB space works well and offers a small “cool down” room. This space would also be too small for general classes.
38.	The population size of LABBB fluctuates considerably from year to year.
39.	The general student population at Butler fluctuates a lot. This is partially attributed to a high number of rental properties in the Butler district. The example was given that last year Butler started 40 students short of anticipated enrollment but regained 40 more students before summer.
40.	All the affordable housing for the entire School District lies within the Butler boundaries which leads to interesting districting.
41.	Twelve Kindergarten students in the Butler district were sent to Burbank because of a rising student population and overcrowding.
42.	Butler is very demographically diverse with students from an estimated 25 countries speaking 37 different languages.
43.	The ELL program is growing rapidly. It was estimated that somewhere around 34% of students speak a language other than English at home.
44.	It is predicted that if they are going to be a 3 track school that are short on classrooms.
45.	Many of the “sidewalks” in the surrounding neighborhood are missing, need repair, or are occasionally blocked by cars snow etc. This is a safety concern. The corner to the south of the school on Dante Ave. was noted in particular.
46.	Butler Elementary is on step 8 of a 9 step revamp of arrival and dismissal around the school.
47.	Butler has a small computer lab (in the Library), a laptop cart, and two IPad carts, as well two computers per classroom. The school has wireless service.
48.	The preference is to provide more reliable wireless with enough lab tops for the student population as opposed to stationary computer lab. This would provide more flexibility.

Item #	Discussion
49.	It is preferred to conduct testing on computers within the classroom as opposed to a separate lab space. This is to provide a familiar environment to try and relieve any added stress.
Tricia Clifford, Principal Burbank Elementary (MSBA 1/1)	
50.	Burbank has received twelve Kindergarten students from Butler this school year.
51.	Maintenance on an old building are expensive and has not been kept up with.
52.	The classroom sizes are adequate.
53.	As enrollment rises concerns about the size of shared specialty spaces, art music gym the cafeteria, rise.
54.	The Cafeteria space was not originally designed to be a cafeteria and the space is not ideal.
55.	The Art and Music spaces are a good size.
56.	The preference is not to have modular but instead to find a way to work within the school to accommodate shifts.
57.	The school is currently operating with 3 sections per grade and is at capacity.
58.	Burbank is a “Walking School.” No school buses deliver students.
59.	There is limited parking and drop-offs cause congestion in the tight neighborhood around the school.
60.	The playground surfaces needs to be redone.
61.	The PTA is working on creating an outside classroom in the old “bowling alley” space.
62.	In general, the spaces are of adequate size with the exception of a few odd classrooms. There are plenty of small group spaces.
63.	The computer lab is used quite a bit, typically by an entire class. There are no lap top or IPad carts. There is wireless but it is poor.
64.	The Cafeteria is too small for performances so they were moved to the gym but there is no stage in the gym and the seating is awkward.
65.	The Kitchen is full service.
66.	Project Based Learning is embraced within the classroom at Burbank as well as in small group projects outside of class.
67.	The preference is to have no modular units. The building is elegant and well liked in the neighborhood.
Kristen St. George, Principal Chenery Middle School (MSBA 1/1)	
68.	6th, 7th and 8th grade teacher's team teach in groups of four. 5th grade teachers team teach in groups of two. One 5th grade class is on its own.
69.	It is preferred that all the classrooms per team are adjacent to one another but because of space limitations this is not always the case.
70.	LABBB takes certain bathrooms offline for 30-40 minutes at time. Bathrooms specific to LABBB are desired.

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Item #	Discussion
71.	The needs of students in LABBB are becoming more severe. Spaces like the Nurse's Clinic need more room to accommodate this.
72.	There are four (4) art rooms and three (3) kilns.
73.	More office space and conference room is desired.
74.	The OT/PT space is too small.
75.	Class sizes run 17-25 for 7th and 8th grade and are slightly higher for 5th and 6th.
76.	Teachers share classrooms and there is no good teacher work space for them to go when they are not in a classroom. It is important to team teaching model.
77.	With growing enrollment a 14th 5th grade classroom will be needed and it will take significant reorganization to fit it in. The school has been reprogrammed 3 times in the past 5 years to address the growing enrollment.
78.	Technology and Engineering rooms are not adequate. The equipment is dated. There are 1.8 Tech/Eng. teachers with classes of around 31 students.
79.	Localized access is preferred over 1:1 student to device model. It is noted that today's curriculum comes with a significant electronic component and with a computer lab model it is hard to get teachers proper lab time. With that said it is the opinion that a designated Lab will be needed unless the school is properly designed.
80.	The current computer lab has been divided up to include a Reading room and a Staff Development room.
81.	Study halls can consist of anywhere from 25 to 200 students.
82.	Art, Music, Chorus, and P.E. spaces have little to no room to expand.
83.	Because of the limited male/female P.E. teachers 5th grade does not use the locker rooms.
84.	There are 110 onsite parking spaces and an estimated 150 people work at CMS on a daily basis.
85.	Drop off and pick up causes congestion.
86.	CMS is all for modular units, but not sure the space is available to accommodate them.
87.	The town uses the building occasionally during the day, which can cause problems in an already crowded school.
88.	The Cafeteria is too small. The Large Community Room is used more and more for lunches.
89.	The Librarian is teaching 5th graders two blocks and is often unavailable to other students up to three blocks a day.
90.	If enrollment were to continue to escalate, it was suggested that a new HS that included early child care and Pre-K would free up space to move 5th grade into the Elementary Schools which would free up space in the Middle School.
91.	CMS uses a 7-day block schedule.

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Item #	Discussion
Sherri Turner, Assistant Principal Belmont High School (MSBA 2/1)	
92.	Sherri has been with BHS since 2000, originally as a Guidance Counselor.
93.	The MSBA will be touring the high school sometime at the end of October 2014.
94.	The current modular units on site originally housed displaced staff during the Central Office Renovations. Now it is used for custodial storage, food bank storage, and town storage.
95.	Currently, the high school is in need of a unified Administration Center. This ideally would have five Guidance Offices with room for a sixth as enrollment grows, two School Psych Offices, one Flex room, one Conference room, and a central space for students to do college research, etc.
96.	Sherri's office is on the second floor because there is no space with proper privacy on the first floor close to the Administration Office. Preference is to be closer to the Administration Office.
97.	The Guidance suite does not necessarily need direct access to the main Administration Office, but does need more privacy and an immediate connection to the School Psych. Offices. All counseling should be together.
98.	The Fine Arts Director and Athletic Director have adjacent offices and share a secretary. Their space is too small.
99.	Security: A Keyless Card Access system at exterior doors is desired. Administration suite needs direct supervision of entrance and exterior control.
100.	SPED is in need of a conference.
101.	There is an estimated 30 students in the High Schools Hospital to School Bridge Program. This number is growing and they need a designated space. These students arrive before the start of school in the morning.
102.	The High School ELL space is undersized and the number of ELL Students is growing.
103.	The former Woodshop is used by the custodians only.
104.	Music and Band spaces are too small and underserved for highly popular programs.
105.	There are 12 Science Classrooms serving classes of 28-29 students. Desks fill up in classrooms and some students are required to sit at high top lab tables.
106.	Library is too small. BHS supports a college model of a library with small group space, individual space, and space that allows food and drink. Current overcrowding of school "pushes" students into library, cafeteria and corridors. Staff, schedule and elective space is necessary to alleviate.
107.	There is a need for more English classrooms.
108.	All department Lab rooms are shared by the department and are too small for large classes.
109.	There is a goal to have one device per student within the next two years. The opinion is that they are approximately only half way to that goal.
110.	The "Little Theater" is currently used for quiet study. It could be used as classroom space. Space is inflexible, and sloped floor is an issue.

Item #	Discussion
111.	The Cafeteria is too small. There are 680-700 students per lunch period. A revamp of the schedule could help alleviate this overcrowding.
112.	There are building acoustical issues, in particular from the MBTA rail along northern site of building.
113.	BHS does not offer any Chapter 74 curriculum. There are an estimated six (6) students that participate in the regional Tech program in any given year.
114.	Traffic around the school is a big concern. Parking is better than it was in the past. There are limited entrances and exits which causes concerns. Three buses deliver students.
115.	Locker rooms could be redesigned for more efficiency. There are too many shower stalls.
Arto Asadoorian, Fine Arts Director	
Elementary Schools	
116.	Art at the Elementary Schools is adequately equipped.
117.	A shortage of Art storage space is an issue at all the Elementary schools.
118.	The Art classroom at Wellington is a good model.
119.	None of the Elementary school Music spaces have the desired supporting AV system.
120.	The “Community Room” at Wellington was originally designed to be the Music Room but the Music Room was moved to one of the Art rooms on the second floor by request.
121.	Would like to see Art and Music within close proximity to each other at all the schools.
122.	Music space at Winn Brook is good.
123.	Music space at Butler is small and the Wi-Fi is unreliable.
124.	The performance spaces within the Elementary schools is not ideal. It is felt that if they had the proper performance, seating, acoustics, etc., it would be used more.
Chenery Middle School	
125.	Chenery Middle School has 4 Art rooms and the curriculum schedule requires all 4.
126.	CMS Art rooms are large and mostly well-equipped but need more storage and could use more sinks.
127.	Currently there are 3 ½ Art teachers at CMS. Rising enrollment would require 4 ½ but CMS lacks the physical space to accommodate this with the current schedule.
128.	CMS has thriving Band, Chorus, and Orchestra programs.
129.	The Chorus room is at capacity with 125 students. There are two band rooms that are adequately sized.
130.	The general Music classroom is located in a repurposed TV Studio space and is not well equipped.
131.	Band Practice rooms have been added to the back of the stage.
132.	Ventilation is a concern in the Art classrooms.

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Item #	Discussion
133.	CMS Art does a lot of interdisciplinary work, particularly in 7th and 8th grades. Music does some interdisciplinary work but limited.
134.	There is no storage for theatrical displays.
135.	The audio and visual outfitting of the Auditorium is subpar. Expectations amongst the Public, Teachers, and Students are rising.
136.	There are no drama offerings at the Elementary level. Middle School offers an 8th grade drama elective and puts on a spring musical.
137.	There is a need for rehearsal space for the Orchestra. Currently the Orchestra rehearses on the stage.
High School	
138.	High school art spaces are “disastrous.” Too small, no storage, bad acoustics.
139.	The Orchestra and Chorus space used to be a Custodial work room. There is no acoustic consideration and the commuter trail frequently runs by.
140.	Heating in the band room is loud and a choice must be made as to whether the occupants want to be warm or hear each other.
141.	Instrument storage is poor and limited.
142.	The band room does not lock and the exterior door is rusted out causing security concerns.
143.	There are no practice rooms
144.	There is no good music library storage space.
145.	The AV system is no adequate. There is no record and playback equipment.
146.	There is no Theatrical scenery storage.
147.	There are no dressing rooms.
148.	An at-risk assessment was done (2008?) of the rigging in the Auditorium and it was reported that the rigging was in violation of code.
149.	There is very little student work display space.
150.	Auditorium seating and lighting is in very poor condition.
151.	The “Little Theater” is a lecture hall being used as theater space.
152.	There is a desire to have the Arts together as well as front and center by the main office and entry.
153.	Art needs more storage.
154.	There are concerns about Art room ventilation being inadequate.
155.	The opinion is that the students perform well with what they have but facilities are subpar. Give them the means to do better.

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Item #	Discussion
Ken Kramer, Director Student Services	
156.	As the Director of Student Services, Ken Kramer works with the Principals of the schools in the District to make sure students with special needs have what they require.
157.	There is a need for tutoring and support space at the High School and Middle School. Outside tutors coming in have no place to work.
158.	CMS is in need of break out space for autistic students.
159.	The Elementary schools need better OT and PT spaces. Wellington is the only one with an adequate OT and PT space.
160.	The Hospital to School Bridge program size is growing – over 30 students this year.
161.	The Nursing Director is located at Chenery Middle School.
162.	Financially it would cost as much or more to set up for more serve Sp. Ed. cases than to send those students to another school through the LABBB program, plus Belmont Schools do not have the space available to accommodate such cases.
Jim Davis, Director of Athletics and P.E.	
163.	There is a new gym floor at Butler but there are issues with water coming through the floor causing it to bubble
164.	There are concerns at Wellington with P.E. classes happening concurrently causing inequality when compared to students at other schools in the district who do not have to have class concurrently.
165.	Chenery Middle School has two gym spaces. There are three P.E. teachers instructing classes of 95+.
166.	There is currently only one male gym teacher at CMS.
167.	The locker rooms are not large enough to support such large class sizes.
168.	It was suggested that the scheduling be adjusted to allow for smaller group rotations.
169.	The High School currently has two Wellness classrooms which are “stand and deliver” style classrooms unconducive to group exercises. They see classes of up to 32.
170.	There is not enough locker space to host all of the men’s teams. Some sports are forced to use the Field House.
171.	There is only one Women’s Team room and is not designed efficiently for current use.
172.	Heating in the HS Gym is difficult to control.
173.	The Field House floor is 30+ years old and in terrible condition.
174.	The Field House is not ADA accessible.
175.	The pool is a great space but has ventilation and condition issues.
176.	The Fitness Center is a converted classroom and is too small and offers no space to grow.

Item #	Discussion
177.	Access to get back into the building is controlled by a traditional key and lock. A programmable card swipe/tap is preferred for the High School Building as well as the Field House. Issues with key copying have come up in the past.
178.	BHS is an estimated 1 soccer/multi-purpose field short of where they'd like to be which requires staggered practice times for different sports and can lead to a long day.
179.	Currently some baseball practices are held at off campus fields.
180.	There are 10 tennis courts which housed the modular units for the Wellington construction and is deemed unplayable until it is properly repaired and resurfaced. Courts are occasionally shared with the public.
181.	Currently there are two basketball courts in the HS Gym. Two more courts running perpendicular on top of one of those existing courts is desired for extra practice space. There is balcony seating that would have to be considered when placing the new backboards.
182.	Freshman basketball teams practice at the MS.
Lindsey Rinder, Director of English Reading and ELL	
183.	At Butler Elementary, the ELL space is limited. The instructor cannot instruct groups of 6 or more because their space is too small, and there is no suitable space to break out to. There is no space for storage.
184.	Wellington is good in terms of square footage for ELL, however they would appreciate acoustic dividers to split up the shared space. The breakout rooms are very helpful.
185.	Winn Brook space is too small. There is no room or wall space for instruction. For half the day every Friday another ELL teacher is on site and the space is too small to share.
186.	Chenery Middle School ELL room signage needs to be updated. The space is currently labelled "Supply Closet."
187.	CMS ELL spaces are small. Larger students (than Elementary) and storage lead to a cramped space. The instructor occasionally has to share her desk with students.
188.	An operable window in the CMS ELL space would be appreciated.
189.	It was expressed the "Book Room" at CMS is an undesirable space and would not like the ELL space to be moved there.
190.	At CMS, 1-2 hours a day one of the ELL instructors has to conduct lessons in the library where there are multiple distractions.
191.	The Small Group room on the first floor at CMS when available is an asset for reading and ELL. It also allows easy overflow into Community room if groups grow too large.
192.	The High School has two ELL teachers. Their space is OK. Some cabinetry used for Theater storage takes up space in the room. Other flex space is available when the instructors need more space.
193.	The Director of English Reading and ELL's office is located at the high school. This is desirable over an office at the central administration building because as the director prefers to be with the teachers.

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Item #	Discussion
194.	The reading room on the third floor of the CMS is not acoustically separated from the computer lab which is not conducive to an intendedly quiet reading space. The space also does not have any marker or chalk boards on the wall for instruction.
195.	Frequent drop-ins can interfere with scheduled instruction.
196.	It was noted that during “Frees,” study halls at high school, there are a lot of students wandering around unsupervised. A space for them to go and be supervised is desired.
197.	SPED at the high school is about half the size of a typical classroom and lacks the technology to support instruction.
198.	IPads work well at the high school. 9th and 10th grade classes only use the IPads and do not use the computer labs.

The information herein reflects the understanding reached. Please contact the author if you have any questions or are not in agreement with these Project Minutes.

Space Utilization Analysis **10.16.14**

Belmont High School:

1. Building Plan Review
    - Capacity and room utilization: Offices are undersized, too few
    - Chapter 74 or vocations: Approximately 10 per year to Minuteman Tech.
    - Departmental and multi-disciplinary arrangements: Departmental today
    - STEM to STEAM: Limited ability to adapt
2. Site Plan Review
    - Traffic and parking: Described as a "disaster", needs comprehensive redo, one access point, too many autos.
    - Fields: Too few for teams and practices, limited indoor facilities
    - Expansion potential
3. Building conditions
    - General concerns: Dark and poorly lit, overcrowded.
    - Acoustical issues: Railroad is disruptive
    - LMC changes: Heavily used due to overcrowding
    - Existing Modulars: 10 years old, Town use, central office and custodial
4. MEP Systems Conditions
    - General concerns: At/near end of useful life distribution & efficiency issue
    - Sustainability

General: Lack of G.C. office spaces, space throughout is compromised

Chenery Middle School:

1. Building Plan Review

    - Capacity and room utilization: Health clinic is very tight, short on office space, spaces being repurposed due to extreme overcrowding. OT/PT is former storage room, Media Center is used by classes due to severe overcrowding.

    - STEM to STEAM: Technology spaces – student project areas: Technology engineering classes – 31 students per class, CADD, Mac Lab, wood working (dated equipment)

    - Teaming arrangements: 6th through 8th grades – 4 teacher teams, 5th grade is 2 teacher team model.

2. Site Plan Review

    - Traffic and parking: Tight sight – 150 adult parking spaces, student drop off zones are very poor.

    - Fields: Very limited

    - Expansion potential: Very limited

3. Building conditions

    - General concerns: Relatively new building, well maintained, limited ability to improve systems due to system type (unit vents in classrooms)

4. MEP Systems Conditions : Average

    - General concerns

    - Sustainability

General: Could reconfigure 2nd floor grades 5-6, 40 more students coming per grade. Can't give up computer labs just yet. No teacher planning space impacts team teaching model. Community room is big and being used for overflow lunches – is a staffing and control issue

Belmont Elementary Schools:

Butler School: 1930's with 1988 addition

1. Building Plan Review
    - Capacity and room utilization: Highly overcrowded
    - Specialist's spaces – student project areas: Music and Art are nice spaces
    - Teaming arrangements: Project based learning, a lot of small group organized work (most in Belmont system)
    - STEM to STEAM: limited opportunity
2. Site Plan Review
    - Traffic and parking: Tight and busy
    - Fields: Blacktop is old, PTA is making an outdoor classroom space
    - Expansion potential: Possible
3. Building conditions
    - General concerns: This is a primary concern
4. MEP Systems Conditions
    - General concerns: Wireless system is not great, system are old

General: Would prefer to grow within the footprint if possible, neighborhood concern, BASEC before and after school programs (include Wellington and Butler kids).
Computer Lab – whole class use – reading, testing and assessments.
Kitchens are at full service.

Belmont Elementary Schools:

Burbank School:

1. Building Plan Review
    - Capacity and room utilization: Three track school
    - Specialist's spaces – student project areas
    - Teaming arrangements: Grades are well organized
    - Cafeteria space is "huge", Community Room – "is really necessary at this school" (Mentoring and PTA).
2. Site Plan Review
    - Traffic and parking
    - Fields
    - Expansion potential
3. Building conditions
    - General concerns
4. MEP Systems Conditions: Maintenance issues due to school's age
    - General concerns: Systems at end of service life.

General: Kindergarten is newly separated, nice corridor commons area space – well used.
LABBB: Has fluxuating numbers – demographics for this neighborhood are more transient. ELL – 17 languages and growing.
1/3 in after school – Butler extended Day (BEDUP) growing program.

Computer Lab in the Media Center – heavily used, trying to get one COW per grade into school, two desktops per room, like laptops – more flexibility.

Belmont Elementary Schools:

Wellington School: New building

1. Building Plan Review: Has the Pre – K program
    - Capacity and room utilization
    - Specialist's spaces – student project areas: Too few and too small for population
    - Teaming arrangements: OK
    - STEM to STEAM: No computers, cafeteria is tiny – one class at a time, concerns for Gymnasium egress capacity
2. Site Plan Review
    - Traffic and parking: 99 staff, parking is disorganized and should be relined.
    - Fields: Good
    - Expansion potential: NA – new facility
3. Building conditions: Acoustical concerns throughout, concerns for durability and maintenance in building.
    - General concerns
4. MEP Systems Conditions
    - General concerns

General: Pre-K can move out to accommodate elementary growth but LABBB would be only appropriate program to bring into school due to lack of specialists spaces and sizes. Need more storage throughout.
Lack of aftercare space – PTO run licensed nonprofit. Cafetorium, limited ELL program spaces. SLP "Speech and Language Pathologist"
LABBB – high needs students K-2

Belmont Elementary Schools:

Winn Brook School:

1. Building Plan Review: Front office lack of visibility is a security concern
    - Capacity and room utilization: Former Pre –K spaces unusual arrangement off cafetorium space.
    - Specialist's spaces – student project areas: Art is part time, Music on 2nd floor. ELL is small and rising population – currently on the stage.
    - Teaming arrangements: limited
    - STEM to STEAM: Limited
2. Site Plan Review
    - Traffic and parking: On the street, better w/o the Pre-K, front area drop off is not great.
    - Fields: Excellent
    - Expansion potential: Limited next to parkland
3. Building conditions
    - General concerns
4. MEP Systems Conditions
    - General concerns

"Response to Intervention Program" throughout the elementary, space is tight, cafeteria use is tough.

Autism inclusion program – timeout and cool down spaces – poorly located.
Computer spaces are limited no mobile COWS – no space.

"what if's"

Funding / Design / Construction Schedule

Belmont Public Schools Study Plan

	2015				2016				2017				2018				2019				2020				2021				2022				2023				2024			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Scenario 1 High School		short 3 CR's																																						
with MSBA		8				9		10		11			3		4		5			6 (30 months)								7													
Scenario 1A High School																																								
Modulars						1&3	5	4		6 & 7																															
w/o MSBA																																								
Scenario 2 Elementary																																								
Modular(s) @ Butler			1&3	5	4		6 & 7	+ 50	occupancy Fall '16																															
							1&3	5	4		6 & 7	+ 50	occupancy Fall '17																											
											1&3	5	4		6 & 7	+ 50	occupancy Fall '18																							
Scenario 2A Elementary																																								
Brick and Mortar																																								
@ Butler (w/o MSBA)							1	1A	4				5	3			6 (24 months)							7																
2 Modulars @ Burbank*				1&3	5	4		6			7	+ 50	occupancy Fall '17																											
Scenario 3 Middle School**																																								
Brick and Mortar				1	4				5	3			6 (18 months)				7																							
Modular(s)			1&3	5	4		6 & 7	+ 100	occupancy Fall '17																															

KEY	
1	Design Funding
1A	Designer and OPM Selection
2	Design and Construction Funding
3	Construction Funding Vote
4	Design / Permitting/CM@Risk (install modulars)
5	Bidding
6	Construction
6A	Demolition or Mothball School
7	Occupancy
8	Submit SOI
9	SOI Accepted / MSBA Mod 1 Eligibility Period / Funding
10	MSBA Mod 2 Building Project Team
11	Mod 3 - Feasibility Study

*confirm duration & coordinate with enrollment scenarios
**confirm timeline

Modular Classroom Project Schedule Detail

1. Issue RFP (6 weeks)
2. Award/Design (6 weeks)
3. Installation (4-6 weeks)
4. Need to design for foundations and utilities (can overlap RFP and Award)

NOTES:

Actions Taken at MSBA 1/14/2015 Board Meeting
108 SOI submission 4/2014

12 invites to eligibility period 2015
3 invites to eligibility period 2015 (coming in March)
15 Total

- Process in effect puts their projects into 2016. Next year puts Belmont HS into 2017
- Earliest start is a 2020/21 for opening doors
- All projects appear to be on NEASC warning/watch list

DRAFT
1/23/2015

SMMA